



FEEDBACK AND MARKING POLICY

It has been shown that constructive feedback is one of the most effective ways of helping children to progress well. At Boyne Hill Infant & Nursery School, we aim to help the children understand what the lesson or session learning objectives are as well as the success criteria and through effective marking and feedback, how well they are achieving them. Future short-term targets are then set by way of feedback and we aim to help the children understand what they need to do in order to achieve them.

Feedback may be oral or written (through the marking of children's work). In order to be as effective as possible, feedback given to children at Boyne Hill will be:

- Positive: praising their efforts and valuing their work
- Brief and concise
- Specific about what they have achieved
- Show if they have met the learning objective of the task
- Challenging about any misconceptions
- Clear about what they need to do next

Feedback will invariably relate to the objective(s) and/or success criteria for the lesson or session.

Children will be made aware of the objectives and success criteria before they begin a piece of work so that they learn to articulate what they should be able to do at the end of the lesson or session and evaluate how well they have achieved the objective(s).

Children will be encouraged to evaluate their own and each other's work orally in order to motivate and encourage them to self-assess, especially in Year 2.

Children will be helped to understand and articulate their targets and achievements in different subject areas. The comments on individual pieces of work and in the pupil's book, and/or markers on the Objective slip, will indicate the extent to which the objectives or success criteria have been met.

Marking will be kept concise and only used when relevant to further enhance the progress of the child. Where possible, they will be given opportunities to reflect on the targets and to look back at work that they have done to respond to feedback given.

Feedback provides useful information to the learners whilst marking will be used as part of the formative assessment process.

This policy should be read in conjunction with the Assessment, Recording and Reporting policy.

This policy will be reviewed biennially

Last reviewed: September 2024

Marking Code

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|---------------------------|--|-----------------------------|
| Gold star stamp | the child has achieved the learning objective | |
| Blue star stamp | indicates a target to focus on based on the piece of work marked | |
| OF or lips stamp | indicates that Oral Feedback has been given | |
| Small tick | for correct work | |
| Dot | for incorrect work | |
| Yellow highlighter | Wow! moments | Introduced in Year 1 |
| Green highlighter | error with grammar | |
| Pink highlighter | error with punctuation | |
| Orange highlighter | error with spelling | |

When appropriate, the level of support a child has received during a piece of work will be indicated. This may be shown on the objective slip when work is marked.

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| I | indicates the work was completed independently |
| S | indicates support was given |
| FS | indicates full support was given |

Additional information

In Year 2 and towards the end of the Spring Term, independent editing of work will be encouraged and highlighting may cease.