

Halfway Nursery Infant School



Marking, feedback and presentation policy

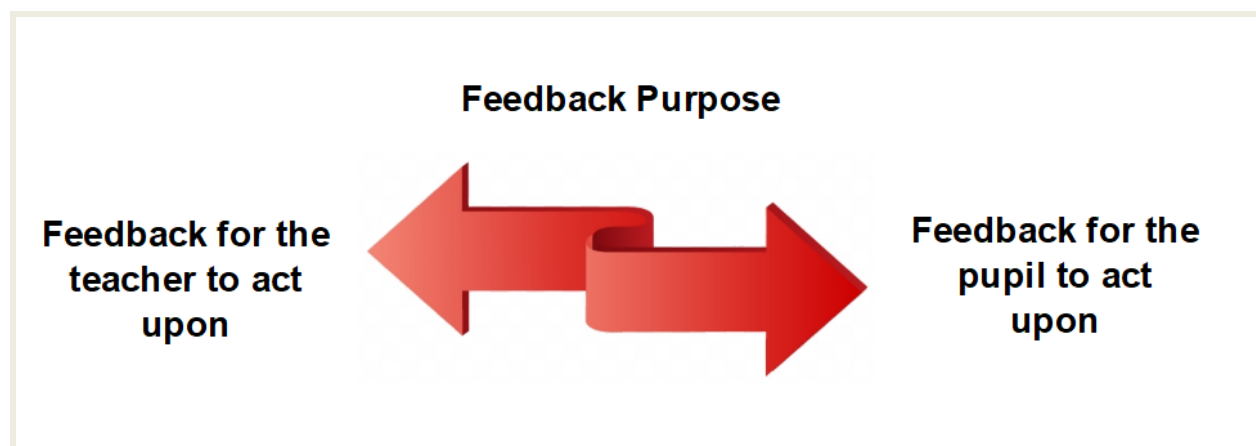
Date policy written/ updated:	
Date of next review	

Marking and feedback

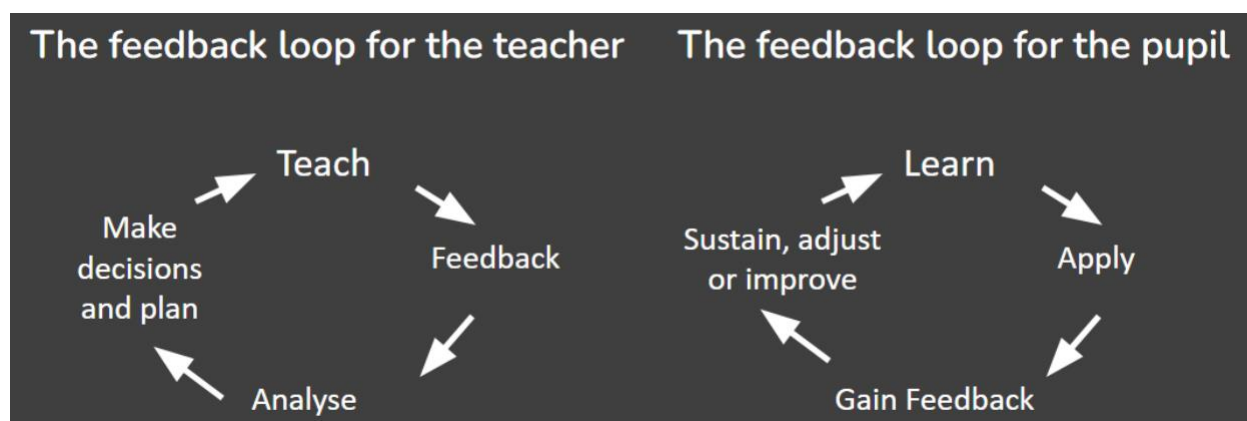
At Halfway Nursery Infant School, high value is placed on quality feedback to maximise the effectiveness of our teaching and learning strategies in all aspects of learning. We strongly believe that accurate, timely and clear feedback provides the necessary information to create quality lessons and learning experiences, and allow our pupils to move forwards in learning.

Our strategy is underpinned by the evidence and best practice observed from a range of sources and research, and by the recommendations outlined by the Education Endowment Foundation.

We believe that feedback goes far beyond the marking of books. It has a twofold purpose: providing teachers with the information they need to make professional decisions, and to provide pupils with the timely information they need to adapt, develop and progress.



Feedback is a proactive process of creating moments, tasks and experiences where pupil attainment information can be gathered to shape teaching, and be shared with pupils to be acted upon within their lessons.



Teachers gaining feedback: classroom strategies

Not limited to:

- Skimming the class
- Walk around and visit children (this may be targeted)
- Hinge questions
- Pupil communication- verbal feedback from pupil discussion
- Questioning

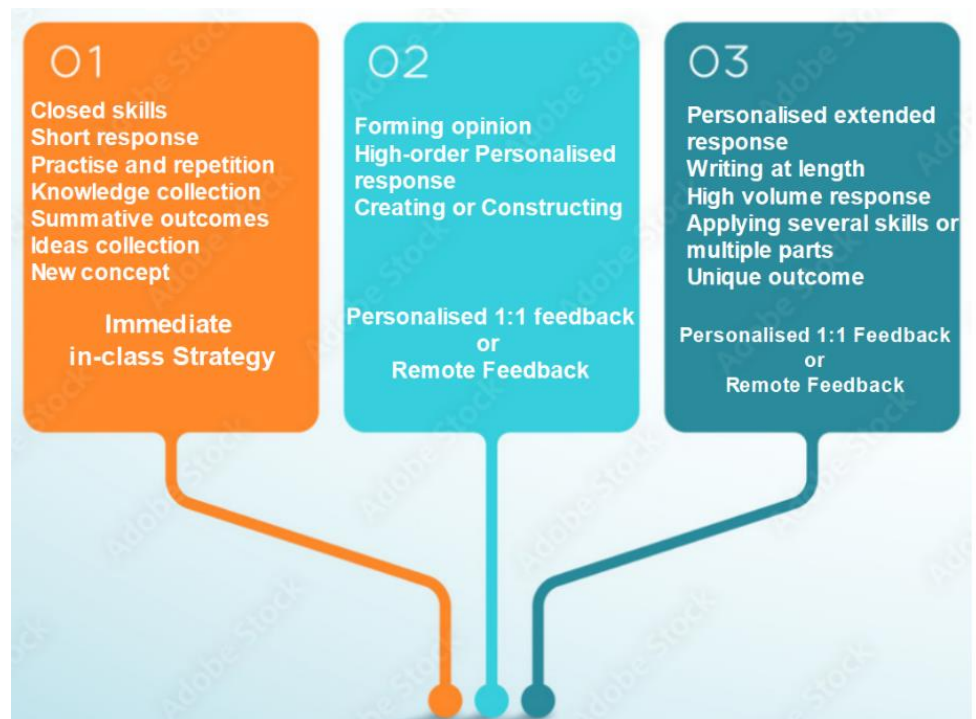
- Table visits
- Assembly time pupil discussion / book looks
- Exploring work with the pupil
- Remote strategies- looking at books without the pupil

Pupils gaining feedback: through guidance from the adult

Not limited to:

- Adults working with pupils in groups review learning in the moment, or after the lesson
- Live 'marking'- skimming and group visits with immediate response from the pupil (this may be verbal feedback or recorded feedback in a child's book)
- 1:1 reviews, leaving pupils with clear areas to respond to
- Guided peer assessment
- Guided self assessment
- Whole class reviews
- Remote feedback: books 'marked' with areas of response

The choice of feedback model will depend on the task, the milestone striving for and the information required by the teacher. Teachers plan for feedback, and provide meaningful moments within lessons where pupils reflect and address feedback areas.



The Culture of Feedback at Halfway Nursery Infant School: Key principles

Feedback at Halfway Nursery Infant School is a professional culture. Staff make conscious decisions on where and how to apply the range of strategies to learning moments and pupil outcomes to best impact upon pupil progress.

- Learning sequences are created which provide opportunity to gather assessment information
- Classroom strategies are implemented to gather assessment information
- Feedback strategies are matched to task design and learning intention
- In class feedback is timely and in conjunction with pupils

Different types of feedback

During a sequence of learning we expect to see a variety of strategies used to give feedback to pupils about their learning and enable teachers to plan effectively for subsequent lessons/ sequences of work.

In the moment immediate feedback

By far the most effective strategy and utilised structure is within the lesson, in the moment feedback. This can take a variety of forms, from quality question and response, working 1:1 with pupils and carefully designed hinge tasks. Teachers use strategic moments to gather assessment information to adjust lessons, and support children in making progress in the moment. From the feedback, pupils may receive personal actions (verbal or recorded), join a focused group to move learning on, or work 1:1 with an adult to progress further.

Where in the moment feedback is appropriate:

- This occurs in the moment and in class / small group.
- Teachers and other adults discuss work with individuals or small groups to discuss learning and provide immediate feedback.
- To support pupils in making adjustments, adult comments will often be required, written by the adult in books to prompt children when responding. These may consist of:
 - The use of the marking codes (circles for errors, ticks for success etc.)
 - Direct instructions, written scaffolds or next steps, which are discussed with the child and indicated on the work using the arrow (next steps should be specific and linked to the learning objective or a basic skill).
 - Children's response to in class feedback will be highlighted in green by the adult (EYFS) or completed in green pen (children in KS1).
 - Blue highlighter to be used in KS1 to indicate success linked to the learning objective, basic skill or the child's individual targets.

Remote feedback

Remote feedback occurs without pupils present, away from the point of teaching. Adults spend time reviewing and analysing pupil outcomes, and leave feedback comments to be acted upon at a later date, usually the next lesson.

This feedback strategy is effective when pupils create unique responses which are a combination of knowledge and skills or individual opinions are formed in response to learning.

Most importantly, time is afforded for pupils to respond and action the comments left by adults. These moments are significant, where lesson time is given over to guide pupils through responses and support children in consolidating prior learning.

Where remote feedback is appropriate:

- This occurs after the lesson has ended and provides adults with key assessment information to help guide their learning plans.
- The marking code is used to indicate areas of development needed in the work and can be paired with a written comment, in the form of an:
 - Instruction
 - Challenge question
 - Advice to develop
- In KS1, a blue highlighter indicates success linked to the learning objective, basic skill or the child's individual targets, and is often linked to a celebration comment.
- Basic skills outside of the learning intention are consistently monitored and responded to (these are age appropriate and include, but are not limited to, full stops, finger spaces, capital letters)
- Spellings that are on the working wall or are high-frequency spellings (including subject specific spellings e.g. Titanic, plant, bird), are addressed, linked to the marking code.

Spellings should not be corrected by the adult, unless this is with the child and the child then practises this spelling.

- Children's response to remote feedback will be completed in green pen (children in KS1).
- Appropriate and significant time is afforded to responding to feedback within lessons, this includes time needed for comments to be read to the children where necessary.



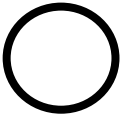


Peer and self evaluation

Pupils are activated as resources for themselves and one another. This strategy is shown to be one of the most effective strategies in providing immediate feedback and uncovering procedural areas for development. The strategy is vigorously structured and guided by the teacher. Pupils over time, learn to effectively reflect on theirs and others learning and develop an independent approach to review and improve. This strategy can be started with our youngest pupils in a highly structured way and developed over course of the EYFS and KS1.

Where peer and self assessment is appropriate:

- This occurs in class and can be same day or at a later date.
- Pupils will always be taught how to peer and self-assess learning and this will look different as the children move through EYFS and KS1.
- The process is guided by a supporting adult or resource sheet (such as a tick sheet) that children are familiar with.
- Adults gain assessment information
- Pupils gain feedback in
 - Understanding success
 - Identifying areas to improve
 - Knowing how to improve
- Peer and self assessment are a teaching and learning opportunity.
- Assessment information may be acted upon immediately, or used to inform future learning.

Marking code

Code	Meaning
	Used to acknowledge learning/ correct responses and to provide positive comments relating to progress/ effort etc.
	Used to provide a next step, target or challenge in learning e.g. Can you...? Go back and
	A circle around a word, sentence, number etc indicates that this needs to be looked at by the child as there is an error. The children should record the amendment near the circle, rather than rubbing out their mistake.
	Indicates that a child has corrected an area of work or that a child's learning has been directly impacted on by an adult intervention (mainly used in EYFS).
	A blue highlighter indicates success linked to the learning objective, basic skill or the child's individual targets, and is often, but not always, linked to a celebration comment (mainly used in KS1).
I	Indicates that work was completed independently.
S	Indicates that the child accessed the work with additional support. This could be through adult support or support from additional resources. Support received may often be recorded by the supporting adult in the book/ on the work.
^	Indicates a missing word/ piece of punctuation/ number that the child needs to correct.
Initials	Used to show when an adult other than the normal class teacher/ class adult has marked the work (e.g. supply).

Expectations

In order for learning and progress to be effective it is important that staff are gathering information about learning in every lesson. Therefore, it is expected that children's work from every lesson is always looked at. As indicated above, this may be in the form of in the moment 1:1 or small group feedback, peer or self assessment or remote feedback after the lesson has taken place and before the next lesson. This will enable staff to ensure that the following lessons are well pitched, address any misconceptions and are planned in accordance with the children's learning and any areas of weakness.

Subject specific expectations

It is expected that this marking and feedback policy will be applied to all subjects, however, certain subject-specific expectations are below:

Maths

Incorrect answers should always be addressed through one of the means of assessment indicated above and time planned into the following lesson or an alternative session to address these, to avoid misconceptions building up over time.

Children should be given next steps or challenges during a sequence of learning.

English - writing

A positive, personalised comment should be given to each child at the end of their final piece of writing at the end of each sequence of learning. This comment should celebrate the effort and progress the child has made during the sequence of learning and indicate a 'next step'. These next steps should be purposeful and link to either the learning objectives from the sequence or a basic skill. Progress against these next steps should be seen in following pieces of work.

Monitoring

Monitoring of feedback effectiveness focuses on impact, not routine. The following will be considered when evaluating feedback:

- Is feedback intrinsic within the teaching and learning process?
- Do children receive timely feedback and act upon it? Does learning progress as a result of the feedback?
- Is the feedback strategy appropriate to the task set?
- Are teachers able to gather assessment information through the tasks set?
- Is there evidence of responding to assessment information?
- Is remote marking appropriately utilised, effective and responded to?
- Is there teacher presence in books?
- Are pupils making progress?

Presentation of work

At Halfway Nursery Infant School all presentation of work should set the highest possible standard to ensure children aspire to be the best that they can be. Workbooks are a celebration of children's progress throughout the year and should be something that staff and children are proud of. Therefore time should be taken to ensure the standard or presentation of work is high.

Expectations of presentation:

- All recorded work should have a date and learning objective. This may be pre-printed on a sticker or handwritten by the child (if handwritten this should be underlined with a ruler. To aid transition to KS2 this should start to be introduced to children in year 2 in the final summer term). The learning objective must be precise, clear and child appropriate and may need to be adapted from the teacher's plans.
- Adults writing in books should exhibit good writing behaviours, mirroring the school's handwriting policy. Teachers should write in either blue or black pen.
- All new sequences of learning will start with a cover page, specific to that unit of study.

- Where pre-prepared sheets or grids are to be stuck in books, these should be trimmed to fit the page and either stuck in by an adult or, as the children progress through KS1 by the children (this skill will need to be taught, modelled and monitored).
- Children should be given the correct handwriting lines to write on if a pre-prepared sheet or grid is to be used.
- In English, where the books are pre-populated with the handwriting lines, where possible, children should be writing directly onto these.

The use of Tapestry for marking and feeding back assessment

At Halfway Nursery Infant School we use Tapestry as an online portal to share children's learning and progress with their families. Families can also share learning and special events with school via this portal. Tapestry is used more in the EYFS to capture practical learning.

"Schools should not include burdensome evidence gathering requirements against any of the areas of learning in their assessment policies so that teachers and practitioners can spend as much time as possible interacting with children and directly supporting their learning and development. However, teachers may find it helpful to record, in a simple way, particularly noteworthy achievements, such as what phonemes and numbers a child has learned, in order to determine what to teach next."
(Early Years Foundation Stage Profile Handbook 2023, Section 2.3. Building knowledge of the child)

*"A key reflection for early years educators is **why** am I making this observation?' The why is the most important question, and the answer is simple: **'to benefit the child'**. Child-centred assessment means noticing what a child **can do**, what skills and knowledge a child already has, and planning provision to help them to build on that. Whether an observation records an important milestone, celebrates with a family, supports transitions, or informs future provision, it is about having a positive impact for each child."*

Nursery World (June 2023)

With this in mind, the following will be considered/ adhered to when recording observations on tapestry.

- Observations will be recorded only when the learning is significant and new e.g. when a new skill has been mastered. This may be daily or weekly in EYFS, however will be less frequent as the children move through KS1 and more of their learning is recorded in books.
- In EYFS staff will use an observation tracker to help identify programmes of learning children need encouragement to access in continuous provision to aid choice of recording on Tapestry - this will help in planning future provision.
- In EYFS, staff will aim for each child to have observations covering each programme/area of learning within continuous provision for each half term. This does not mean one observation per area of learning, as one observation may (and should) cover more than one area of learning.
- Teacher led and continuous provision observations will be specific to the individual child, identifying what they have achieved linked to the learning objective or development matters statements.
- Group tagged observations will only be used to record special events or days to keep families informed e.g. vocabulary parade, trips, visitors, sports day etc.
- Only the main child who is being observed will be named in the post.
- Staff will make sure that all photographs taken are of high quality, show the observation clearly and include the child that is being observed.