



## Marking, Feedback and Learning Conversation Policy

	Signature	Date
Chair of Committee	<input type="text"/>	<input type="text"/>
Headteacher	<input type="text"/>	<input type="text"/>
Committee Approval		<input type="text" value="November 2020"/>
Next Review Date		<input type="text" value="Autumn 2021"/>

# Marking, Feedback and Learning Conversation Policy

Anyone who looks at any child's book should be able to see what the learning was and whether the child achieved that new learning. There should be a clear progression through the book that shows developing skills, knowledge and understanding. Learning Conversations should be recorded and children should be increasingly able to reflect on their own learning and next steps as they progress through school.

## Date / Learning Intention / Success Criteria

All work will have a Date, Learning Intention and Success Criteria. This will usually be generated on the computer and stuck in in advance of the lesson. The marking will then be completed against the success criteria.

## Teacher Assessment

Teachers should mark against the success criteria, ✓ if it was met, P for partially met or a dot • if was unmet. It is important that each piece of work states whether the work was independent **I**, guided **G** or supported **S**.

## Self-assessment

Children should be encouraged to reflect on whether they have achieved the success criteria and tick the ones they think they have achieved. This would be expected of the vast majority of children in Year 2 and only following direct feedback in Reception or Year 1.

## Marking and Comments

There is no expectations for staff to 'correct' the work that is in book or write comments but if there is one it should be specific, not just 'well done'.

## Feedback and Response

Educational research shows that quality feedback and the children having time to respond to it are among the most important factors for driving children's progress. In an infant school the feedback will be predominantly verbal but the children must be given time to respond and this must be evidenced in their books.

### Reception

S Staff will feedback verbally; they may use a green highlighter to identify a key area for the children to check and correct. This will be predominantly to do with name writing, letter formation and spelling of the high frequency words taught in reception. Children should have a minimum of 1 piece of feedback and response a week from the Spring Term onwards.

### Key Stage 1 (Year 1 and 2)

Staff will feedback verbally; they may use a green highlighter to identify a key area for the children to check. The children will respond in a Growing Green pen. If the feedback was related to a spelling, spacing or handwriting issue for example then this will be practiced under the existing piece of work but if it is a punctuation issue then this could be responded to over the existing piece of work. All children should have a minimum of 2 pieces of feedback and response a week in their English / Topic books. Target children will need additional feedback and response as agreed.

### Spellings / Handwriting

This will depend on the age and stage of the individual child. If a child is consistently making the same handwriting error or spelling mistake of a tricky word this should be written at the bottom of their work and the child given time to write it out three times. If this continues to be wrong in subsequent pieces of work, then it will need to be addressed elsewhere. Only one handwriting correction or spelling per piece of work for Reception, a maximum of 2 or 3 for Year 1 and 2.

In Maths it is just as important that children are given feedback that moves their learning forward. It is likely that this will be given verbally during the lesson (and marked **VF** in their books at that point) but where additional work or corrective work is done within the class this will be done by the member of staff using a green highlighter. In line with current thinking there is an expectation that mistakes will be made in maths books and these are treated as learning opportunities. This provides opportunities to demonstrate how to apply the method etc on the children's work to support their progress.

## **Learning Conversations**

Each half term every child will have learning conversations with their class teacher. Children taking ownership and responsibility for their learning is a vital part of being an effective learner and these conversations are designed to help the children to do this and understand the importance of their engagement with their learning. Children should come out knowing what they need to do next and how to go about it. These Learning Conversations are extremely valuable and therefore will be prioritised highly and given the time they need. Teachers may set other assessments to be done during this time, or other activities that can be managed by the Teaching Assistants.

### **Early Years (Pre-School)**

This is an introductory phase but still vital in introducing the children to the concept of their own learning and how they can input into that. Keyworkers should go through the child's Learning Journey with them getting them to reflect on what they have learned and what will come next. Initially this will be modelling the language and process but as they go through the year this should increasingly come from them.

### **Early Years (Reception)**

Every half term the class teacher should go through the Learning Journey with the child and fill in the proforma. This should be stuck in their Learning Journey as a record.

### **Year 1 and Year 2**

Children in Year 1 and 2 should have three separate Learning Conversations, Reading should be done in conjunction with Running Records (or independently if the child is not at the running record level) and the new target recorded in their Reading Record. Writing and Maths should be two separate conversations, the proformas should be completed with their new targets and stuck in their books as a record.

## **Monitoring**

Marking, Feedback and Learning Conversations will be monitored regularly during work scrutiny and any issues addressed directly with the staff. Any themes that emerge from monitoring will be shared with the Governors' Teaching and Learning Committee.