



## PRE-PREP MARKING AND FEEDBACK POLICY

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### MARKING POLICY

#### Rationale

All staff must ensure that all marking and feedback is in accordance with the school's policy and must be consistent across and within all year groups and subjects.

#### Aim:

Effective marking and feedback aims to:

- Inform pupils of what they have done well and what they need to do to improve.
- Support pupil confidence and self-esteem, which contributes to accelerated learning.
- Support teachers' assessment knowledge of each pupil as part of a thorough assessment for learning procedures, in order to plan and refine the next steps in pupils' learning.
- Develop consistent processes across the Pre-Prep to teach pupils to respond to feedback, self-assess and evaluate their own and others' learning.
- To model good handwriting and presentation.

#### Actions:

- All work must be dated. In Nursery and Reception, this is completed by the adult. In Year 1, the children write the short date and in Year 2, the children write the short date for Maths and the long date for English.
- All work must have a learning objective clearly stated at the top of the page.
- Marking must reflect the learning objective and expected outcomes of the task.
- Pink and green highlighters are used to visually and specifically show the child where they have been successful in their work and where they need to improve. A marking key to share this information is in the front of all books.

- Feedback must include praise for achievement. This is highlighted in the child's work using a pink highlighter (tickled pink).
- Feedback must also include an achievable next step for the child, underlined in green highlighter (green for growth).
- Where possible, work is marked with the children and next steps provided for the child to complete immediately. If no time, next steps can be completed as an early morning activity before register or as a lesson starter activity.
- Use black ball point pen for marking, not biro.
- Feedback, both verbally and written, must always be positive and constructive to develop children's confidence and courage to work independently.
- Children must be encouraged to neatly cross out mistakes, not rub them out, in order to develop and demonstrate their editing and improving skills.
- Spelling errors – up to three words that children would be expected to spell correctly can be underlined in green highlighter and written correctly under the work, for children to practice correctly. More able children can use dictionaries and keyword mats to find the correct spelling and practice it independently.
- Omitted word - ^ - can be used by the teacher or child.

### **Mathematics:**

Reversals – model correct orientation and formation underneath work and child practices correct formation. Up to three numbers at any one time.

Incorrect – Green highlighter dot for discussion and try again.

Correct – Pink highlighter.

### **Early Years Foundation Stage:**

For those children who are experimenting with recording numbers, writing, mark making and drawing in any adult led activity, the context of the work will be written on the paper and dated, and discussion would be ongoing whilst the child is working. In Reception a positive comment should be made with next steps where appropriate. Early Years practitioners' feedback to children verbally during observations, and record the children's successes on Tapestry. Next steps are shared with all adults in the setting to enable them to tailor provision and questioning and help to move the child on with their development. Observations and Next steps inform planning.

### **Developmental Target:**

In Key Stage 1, there should be individual targets shared and comments should relate to these. Discussion through marking should help children to feel proud about both striving and reaching their targets in a piece of work.

To indicate whether a child has completed their work independently or with support, the following initials are used:

I = Independent  
TS = Teacher Support  
TAS = TA Support

If a teacher is covering someone else's class, then they will mark the work and include their initials at the bottom of the page.

### **Self-Assessment:**

As a means of self-assessment, children are asked to reflect on their understanding, their learning and the skills they have used. Pupils may indicate how difficult they found the work with the use of a variety of different aids. These include:

- Age-appropriate marking ladders
- Smiley faces

Self-assessment is made up of 3 levels of self-assessment:

- I understand and feel confident
- I am becoming more confident but would like some more practice
- I need some help, I don't understand

Self-assessment can be verbal, recorded or visual. It may be used throughout the lesson or at the end of the lesson. Self assessment starts in Reception and is verbal or visual.