



Broadway Infant School

Marking and Feedback Policy

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Infant School



Broadway Infant School's Feedback and Marking Policy

General principles

Giving feedback to children about their work is a very important part of the learning process. At Broadway Infant School we seek to provide feedback in an effective way which utilises time and energy well and endeavours to make a positive impact on the progress of our children.

In our school, there are two main reasons for giving feedback to a child:

- To make teacher assessments
- We can see an opportunity to move learning on by:
 - Addressing a misunderstanding
 - Reinforcing a skill or key piece of information
 - Extending a child's understanding or ability to do something

Feedback is not provided for external purposes or people. It is essentially a dialogue between a member of staff and the child. It can be given in written or verbal form, although we know that it does not need to be given in written form for it to be effective. This includes not having to record that feedback has been given. Effective feedback is individualised and therefore based on the staff member's knowledge and understanding of the child. What works well for one child may not work well for another.

Types of feedback

Based on these principles we encourage staff to use professional judgement to decide when is the right time to;

- provide verbal feedback (as appropriate for the child and context of learning);
- surface mark (using ticks or green highlighting);
- next step or improvement within the lesson indicated by pink highlighting

Symbols

It is assumed that all work is completed independently, but symbols might be added:

- S = supply
- T = teacher (supported)
- ST = student teacher (supported)
- TA = teaching assistant (supported)
- V = volunteer (supported)
- CI = child initiated (EYFS)
- I = independent (used when independence has been observed within a teacher-led group).

This judgement will be based on what will most positively impact that child's progress. If the lesson is being taught by someone other than the class teacher, initials will be added to the work by that member of staff. Part-time class teachers will also initial work they have taught.

Monitoring

The quality of feedback will be monitored by having conversations with the children about their learning and their work and evaluating the progress they are making as a result of the feedback which has been provided.

If there are any concerns about a child's progress, the methods of feedback used for that child will form part of the discussion and be reviewed as necessary.