

# Alfreton Park School



## Marking and Feedback Policy

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## Contents

Rationale
Aims
Examples of Feedback and Marking
Earwig Academic
Abbreviations for marking

### Rationale

***‘Feedback is one of the most powerful influences on learning and achievement’  
(Hattie and Timperley 2007)***

***‘Feedback plays a central role on securing student’s learning, supporting them how to deepen their knowledge and understanding or improve their performance’  
(Teaching Walkthrus Tom Sherington and Oliver Caviglioli)***

All forms of marking and feedback are crucial to the success of children. It is to close the gap between what they know and what they do not know or to fill the gap between where they are and where they are going. Marking and feedback in the moment is a vital form of communication between child and teacher/teaching assistant. It enables children to become reflective learners and helps them to close the gap between what they can currently do and what we would like them to be able to do. It is part of the Assessment process in that it gives both the teacher and pupil an opportunity to identify strengths and weaknesses.

### Aims

‘Marking and Feedback’ refers to a range of activities undertaken by teachers in order to accomplish the following aims:

- To support pupils to reflect on their learning, feel proud of their achievements, identify their next steps, and begin to take them.
- To support teachers to review the impact of their teaching based on the learning that has taken place, and to feed these insights forward into their planning for future progress.

Arrangements for marking and feedback should offer a balance between **flexibility** and **consistency**, and that class teachers should be free to develop their own approach within an agreed set of parameters, to suit the curriculum taught in their class. The rest of this document sets out the details of how we intend to achieve this.

## Examples of Feedback and Marking expected at Alfreton Park School

This table briefly summarises a range of specific techniques that teachers might use as part of (or in connection with) 'marking and feedback'. Some of these activities are completed 'in the moment' during a lesson, where the impact on the pupil is greatest, whereas others are more reflective tasks that teachers will complete as part of their planning and preparation for future learning.

Pupil Understanding	Teacher Understanding
<ul style="list-style-type: none"> <li>• <b>Marking</b> annotations made on pupils' work for them to engage with and learn from e.g. suggested next steps, smiley face, etc.</li> <li>• <b>Positive Reinforcement</b> verbal, visual or gestural cues to indicate and celebrate success e.g. praise, facial expressions, high five, applause, use of Makaton etc.</li> <li>• <b>Rewards and Prizes</b> a material form of positive reinforcement, offered as an incentive for good work, perhaps via a sticker chart or token system</li> <li>• <b>Targets</b> differentiated learning objectives are set to address pupils' needs, for each lesson, and as part of an Individual Learning Plan</li> <li>• <b>Lesson Plenary</b> an activity designed to review and reinforce the learning that has taken place during a lesson</li> <li>• <b>Formative Questioning / Tasks</b> questions and tasks are presented in a way that reveals misconceptions and supports pupils to construct new understanding</li> <li>• <b>Self-Assessment / Peer Assessment</b> pupils are supported to reflect on their learning or that of their peers, commenting on successes and areas for development</li> <li>• <b>Dojo</b> daily highlights are communicated to pupils' families so learning can be discussed and reinforced across settings</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Observations- Engagement Model or EYFS</b> watching a pupil engage in a task and writing assessment notes, which could be very detailed or written on post-its, there is a set proforma for engagement model observations.</li> <li>• <b>Evaluations</b> reflective comments to review learning written for staff rather than pupils, usually to inform future planning</li> <li>• <b>Planning</b> prior learning is used to inform the setting of differentiated learning objectives and activities for pupils</li> <li>• <b>Evidence</b> examples of work collected over time to enable a comparison between standards at given points to review progress</li> <li>• <b>Earwig Academic</b> valuable evidence, and also a powerful way to celebrate success and increase self-awareness e.g. photos on screen</li> <li>• <b>Summative Assessments</b> pupil progress is reviewed each term using two main mechanisms; B Squared Assessments and ILP Targets</li> <li>• <b>Individual Learning Plans</b> unique targets and personalised provision for each pupil, to review and plan for medium-term progress</li> <li>• <b>Moderation</b> common standards and working practices for assessment are established through teacher meetings. We are looking to improve moderation between schools.</li> <li>• <b>Annual Review</b> teachers write a report on progress over a year to share in a meeting attended by the pupil, their family and professionals</li> </ul>

The online learning journey can be used to record a range of different pieces of work produced in school; photographs, comments, written pieces of work. When recording progress or learning on earwig we should include the following:

- Correct tags for the lesson, area of the curriculum and specific strands being learnt about.
- Level of engagement
- Internal comment box should contain learning outcome for activity, progress made and engagement and next steps for learning.
- In some instances, if work is marked by hand, comments on the work override the need to write comments in the internal box.
- Correct tagging of pieces of work should allow progress between subjects to be observed.
- When working towards ILP's, any progress (even if not achieved) should be recorded and tagged into the ILP target on Earwig.

### ***Abbreviations for marking***

Some staff continue to use abbreviations when recording progress and assessing pupils across school. We use the following agreed shorthand to indicate the level of support:

PH - Physical Help	GH - Gestural Help	NH - No Help
SH - Spoken Help	SE - Sensory Experience	C - Cries
R - Relaxed	P - Pats	VR - Vocalises to Repeat
T - Tracks	WH - Withdraws Hands or body part	S - Smiles
RM - Reaches for More	PA - Pushes Away	V - Vocalises (i.e. laugh, utterance)
APC - Accepts Physical Contact	HOH - Hand Over Hand	Sh - Shouts
TA - Turns Away	PR - Physical Response i.e. bite	EC - Eye Contact
BI - Brief Interest/attention	G - Grasp	MR - Moro Reflex (Startle Reflex)
U - Understanding	A - Attention	St - Stills
E - Engaged	OP - Object Permanence	ATNR - Asymmetric Tonic Neck Reflex
PI - Peer Interaction	ANT - Anticipation	REC - Recognition

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