

Waterloo Primary School



Marking & Feedback Policy

Signed: _____ (Governor)

Date: _____

Rationale

To ensure:

- marking and feedback informs future teaching learning
- outcomes for all are maximised

Our pupils have reported that if they make mistakes they want to be told as soon as possible so that they can put it right, give their best and give the staff what they expect/want.

Sean Harford, HMI National Director for Education (2015-21), explained: "There is remarkably little high-quality, relevant research evidence to suggest that detailed or extensive marking has any significant impact on pupils' learning."

In simple terms, excellent feedback is feedback that prompts the students to try to make improvements to their work and to make progress in their learning. This is best done straight away, so that they have an immediate opportunity to act on the feedback. Where this is not feasible, it is important that students are directed back to targets set and comments made when they revisit that skill at a later date. – The Educator June 2018

Consider the class as a whole and each individual within it and decide which the best way of securing progress is. This might mean written feedback for some, oral feedback for others – and revisiting some aspects of a lesson with the whole-class.

Principles

Marking and feedback should:

- Enable each individual to make progress
- Be manageable for teachers
- Relate to the intentions shared with the children
- Give recognition and appropriate praise for achievement; an opportunity to reflect on and address areas for improvement and provide clear strategies for addressing the required improvements
- Involve all adults working with the children in the classroom
- Allow specific time for children to read, reflect and respond to marking and feedback
- Be based on previous attainment within the context of marking towards the learning intention
- Inform future planning and individual target setting

- Be a learning experience
- Encourage and teach children to peer and self-mark, where possible and appropriate

Aims

Our aims are:

- To ensure that a minimum expectations marking and feedback policy is applied across the school to ensure that all pupils are clear on the feedback they receive and able to respond swiftly in order to improve outcomes and the demands on staff are realistic
- For all to see marking & feedback as a positive learning tool and means to improvement and maximising potential
- To provide constructive feedback to children which is swiftly responded to in order to improve outcomes
- To effectively use self, peer and teacher assessment to improve outcomes and enhance current and future learning.
- To share success criteria with pupils at the beginning of the lesson to ensure a positive learning outcome

Monitoring and Evaluating

- Subject coordinators, advisors and members of SLT will monitor work in line at regular intervals
- All staff will continually monitor their own practice and moderate across year groups and phases during planning sessions both formally and informally. SLT monitor this to ensure consistency, continuity and progression
- Formal and informal discussions will be encouraged with parents

Desirable Outcomes

- A balance of quality feedback to ensure quality outcomes for pupils coupled with reasonable expectations of staff
- Learning outcomes maximised
- Pupils with self-confident and greater self-esteem
- Pupils active in their learning and proactive improving their outcomes
- Clarity and transparency of expectations and intended outcomes for all pupils and parents
- Consistency of expectations and implementation of policy across the school.

Strategies

Formative Marking & Verbal Feedback: Mark with or give feedback to the children within the lesson, so that it can be acted upon more quickly and effectively

Summative feedback/marking: associated with closed tasks or exercises. Children may self-mark or the work is often marked as a class or in groups.

In depth Written Marking: Not all pieces can be 'in depth written marking'. Teachers need to decide when this is the most appropriate or necessary means of marking/feedback.

Wherever the task is open or narrative, feedback should focus first and foremost on the learning intentions of the task. The emphasis in feedback/marking should be on both successes against the learning intention and improvement needs against the learning intention. Focused written or verbal comments should help the child in 'closing the gap' between what they have achieved and what they could have achieved (e.g. What else could you say about the prince?).

Highlighting is used to indicate strengths (green) and areas for development (yellow)

Verbal or written prompts may include:

Reminder: What else could you say here?

Scaffold: What was the dog's tail doing?

Secretarial Features: Children should be encouraged to check all work when finished, before handing in for marking. Not all secretarial errors should be identified; children should be given specific errors to focus on. Only feedback on the things that you have asked the child to focus on.

Self-marking: This should be encouraged. Children can identify their own successes and areas for development. This skill should be taught and modelled.

Shared marking: Model the way in which marking will be used and then look at work samples and mark together.

Paired marking: This can be used in some lessons, though the following points are important:

- Introduce in KS2 unless individuals are mature enough and ready to use it
- Train the children in how to use it through modelling
- Establish ground rules and then display as a poster in each class (listening, interruptions, confidentiality etc.)
- Marking should only be done against the success criteria and should adopt the 3:1 positive/negative ratio
- Pairings should be established by the teacher and be a trusting relationship
- Pairings should be ability based (though lowers should be paired with middles rather than each other)
- Encourage a dialogue between the children rather than turn taking

Organisation

- Time should be given at the beginning of a lesson to assess understanding and act on findings

- Time should be allowed to go through work together
- Be flexible with giving feedback
- Where work has been distance marked, time must be given for children to read and then make focused improvement based on suggestions given (PPP -Purple pen of progress)

Procedures for general marking

The following agreed procedures for marking children's work should be implemented by all staff: -

Marking is the responsibility of the class teacher and should only be carried out by those deemed to be suitably equipped to fulfil the task to the required standard. Work should be marked as soon as possible after completion, preferably in the presence of the child.

Work should be marked according to the curriculum focus i.e. in a piece of science work, correct the science, not the English content, unless there is an English objective that has been planned as a focus and shared with the children.

Ensure that the marking focus is made explicit and links to the learning objective.

Marking

GREEN pen should be used for all adult marking.

Ticks are not an expectation although a member of staff might choose to use them.

Green highlighter - Accurate demonstration of learning intention- e.g.if something is particularly impressive or if it supports you in assessing pupils and finding evidence to demonstrate acquired skills (e.g. you may choose to use this more in assessed writing)

Yellow highlighter - Error

VF:	Verbal feedback - Pupil response evident through their use of purple pen
CE:	Common Error - Rather than same feedback in every book, feedback written on the board, so that all can respond to it with purple pen the next day or during a mini plenary
CS:	Cover Supervision
ST:	Supply Teacher

GW:	Guided work (normally group)
SW:	Supported work (normally when child working 1:1)
TBA:	To be addressed (where a child has misunderstood and made many errors rather than highlighting all yellow)
PA:	Pupil Absent - (staff need to write short date)
Omission:	^ (teacher) ^ (pupil prior to marking/feedback)

Self-correction prior to marking/feedback

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1 2 3
1 2 3

Pupil self-assessment and teacher assessment (Write appropriate number to reflect level of understanding)
1 - Beginning to understand the Learning Intention
2 - Quite confident and good at the LI
3 - Really confident with and very good at the LI



Pupils to self or peer assess using scaffold statements provided by the teacher relating to the success criteria.



Intervention



Merit

In Mathematics, incorrect answers should be highlighted yellow and then corrected by the child or verbal feedback given so that the child can re-think their answer and have another go. Guidance should be given where mistakes have been made either verbally or written if not marked in the presence of the child.

e.g.

$$7+8 = 17$$

Use the counters on the Help Desk or a number line to help you.

$$7+8 = 15$$

As with English, the work can only be credited as independently correct (in terms of assessment i.e. blue on Target Tracker) if the child has self-corrected their answer or made use of resources available within the environment to independently correct.

Where a child repeats an error or gets the questions wrong again this is best addressed verbally to avoid double/ triple marking. If they've had a chance to correct and make an error again and you are addressing this with them within the current lesson, write VF. If remotely marked and the attempted correction is incorrect write TBA (To be addressed) rather than getting the child to try and correct repeatedly and then planning and/or pupil work will reflect that this is addressed in the next lesson.

These symbols should be shared with parents and children and displayed in every teaching room.

Time should be built in to reflect on objectives/success criteria; look at comments made and attempt any corrections or improvements/editing needed.

If children make neat copies of their work after it has been corrected, originals must be kept.

The following code of practice for marking & feedback all work should be implemented by all staff:-

- Marking/ feedback given regularly, as soon as possible after completion, preferably in the presence of the child and in the manner most effective for the child e.g. verbal if able to respond to verbal or written if a child will need to refer to it to remember e.g. has working memory difficulties . This must be kept up to date.
- Where marking is completed away from the child, there should be some kind of verbal feedback, either individually or as a class and some reflection time (PPP time)
- Brief constructive verbal/written comments used to indicate next steps
- Work should be marked in relation to the learning focus
- Marking should be an integral part of the planning, teaching & learning process
- Marking can be completed by children, where appropriate provided that they follow policy.
- Share WAGOLL (What a good one looks like) with pupils in order to make success criteria and expectations explicit

- Peer marking and self-editing to be completed in **purple pen** to distinguish from **adult marking**
- Success criteria should be explicit from the outset of every lesson and referred to throughout the lesson

End of Year Writing Assessment should be based on a range of six pieces of independent writing.

Writing is independent when:

- A child independently accesses word banks/dictionaries
- Makes self-corrections after discussions with a peer/teacher
- Makes self-corrections after proof reading and using dictionaries/word banks

It is essential that children have time to re-read a piece of independent writing that will be used as evidence. They need time to respond to feedback and to make improvements **in purple pen**.

Prior to this, your marking can highlight areas of strength in green and you can make a general comment at the bottom for improvement.

E.g. **O**n Saturday I went to the Park with my friend sam. We fed the ducks and played on the swings. I had an ice cream. It was sunny. I had fun. Sam said his favourite part of the day was when he scored a goal. I hope we get to go to the **amazing park** again soon.

Check spelling and punctuation

Spelling Corrections (when not an assessed piece) - in line with No Nonsense Spelling

KS1

Teacher to highlight in yellow errors with spellings that have been previously taught.

Teacher to write correct spelling for child to copy the word x 3 at the end of the piece of work prior to starting the next task. (Where ready - child should use a dictionary to correct their own spellings).

e.g. x 3 friend

Lower KS2

Teacher to highlight in yellow errors with spellings that have been previously taught.

In most cases the child should be able to self correct using a dictionary/word bank from the Help Desk. Where a child is operating at KS1 levels the teacher should write the correct spelling and the child will copy the word x 3 at the end of the piece of work prior to starting the next task. (Where ready - child should use a dictionary to correct their own spellings)

Identified incorrect words should be written x3 at the end of the piece of work.

Upper KS2

Teacher to place a yellow highlighter dot at the start of the line of the incorrect spelling and child to self correct using a dictionary. Each word should be copied x3 at the end of the piece of work

Once ready a child should identify their own spellings and self correct.

Pupil Marking

- Pupils (where able to be taught or to do so) should have the opportunity to self-assess on completion of the lesson. Pupils should be asked to use a three-point scale to assess their level of understanding. **Using purple pen/pencil they will simply write a 1, 2 or 3** at the top left of the work next to the LI (Learning Intention). When marking, the teacher should assess in the same way using a green pen to indicate the number that they feel most accurately reflects the child's level of understanding.

1 - Beginning to understand the LI

2 - Quite confident and good at the LI

3 - Really confident with and very good at the LI

e.g.

2 3 LI: To write sentences using capital letters, finger spaces and full stops accurately

Pupil thinks that they are quite good and quite confident at the LI and the teacher believes that they are secure with the objective.

- When self or peer assessing a purple pen/pencil should be used for comments and the star and a wish symbol. Teachers should suitably scaffold this feedback to ensure that it is purposeful, making use of the success criteria statements for the lesson for reference.



Children will be asked to write in blue pen, when their teacher feels that their writing is of sufficiently good standard in terms of: cursive formation, style, size and fluency.

If a child has been put onto a pen, then they should write in pen at all times, apart from in jotting or maths books.

In maths, all children must write in pencil.

Children must not use liquid paper. One neat line should be drawn through any mistake. Rubbers are to be used with discretion as errors can often support in helping address misconceptions.

This policy will be reviewed in September 2022 or sooner if required.