



ST WENN SCHOOL MARKING AND FEEDBACK POLICY

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Headteacher: Mrs Sally Berry

Chair of Governors: Dr Tessa Cubitt:

Aims

The aim of this policy is to ensure that our marking and feedback meets the needs of our learners and is applied effectively throughout the school. It was written with reference to Ofsted guidelines.

This policy is available on the school website and from the office

At St Wenn School, we set out to use effective marking, feedback and response to:

- Improve a child's confidence and self-esteem.
- Celebrate and recognise achievement.
- Provide constructive, accessible feedback to children about their work.
- Encourage and involve children in the reflection of their current learning and to set next steps for future learning.
- Assess and monitor the children's learning and provide information for future planning.
- Develop children's responsibility for their learning.
- Model and encourage progression of children's ability to peer and self-assess honestly and accurately.

We believe that pupils' self-esteem and resilience will develop through positive yet challenging feedback. As a result, this will accelerate progress.

What is marking and feedback?

Marking and feedback are essential in Assessment for Learning and help children to become independent learners who can reflect on their work and be mindful of their future needs.

Effective marking and feedback aims to:

1. Inform the pupil what they have done well and what they need to do to improve.
2. Support pupil confidence and self-esteem in learning, and contributes to accelerated learning.
3. Support teachers' assessment knowledge of each pupil as part of thorough assessment for learning procedures, in order to plan and refine next steps in learning.
4. Develop consistent processes across the school to teach pupils to respond to feedback, self-assess and evaluate their own learning.
5. Be concise, meaningful and age appropriate.

Marking and feedback need to be productively focussed on guiding improvement and ensuring that pupils have a clear understanding of their strengths and areas for development. High expectations of pupils' work will be evident in marking across the whole school.

Marking is used to communicate with the child your view of the outcome – whether this has reached the expected standard for the child.

Feedback is the follow up comment which may be written or oral which develops the learning through further questioning or challenge. Feedback requires a response (this may be through the use of a post it if oral, or if the child is in EYFS) and the response requires acknowledgement through further marking. In KS2 this may lead to a simple 1:1 dialogue which demonstrates new learning or consolidation.

Why do we mark and give feedback?

Marking and feedback are essential to pupil progress:

- It allows us to provide individual guidance and clarity to pupils, so they know what they have done well and what needs to be improved on
- It informs us and our future planning; by carefully reading the children's work we can determine their future learning needs and adapt our planning and teaching accordingly (formative assessment)
- Marking provides further opportunity for individual differentiation and progress
- Research shows that quality marking has a significant impact on attainment

Marking and feedback are motivating:

- Giving appropriate feedback demonstrates that there is a point to the work. It gives the opportunity to identify achievement. It provides recognition of the child's effort and encourages them further.
- It supports a learning environment in which it is safe to try even if you get things wrong and where children can learn by their mistakes, seeing error as a chance for development rather than absolute failure, thereby aiding the development of resilience.
- Precise and constructive marking sends a message that a child's work is valued.

To be helpful to the child marking needs to be:

- Related to the learning objective/ success criteria or target, which has been shared with the child and related to the task (not the child).
- Focused on particular aspects of work (not picking up on everything).
- Constructive and recognising effort as well as content.
- Understood by the child, with a manageable response so they know what they have achieved and what they need to do next to progress.
- Given sufficient response time the following lesson for children to reflect on it, clarify with the teacher if needed and react to it.
- Appropriate to the child's age and ability in terms of language used and the task given (the comment should be differentiated to the child's maturity, marking can be used to extend and challenge children further, or help consolidate work)
- Regular and promptly after the work has been completed.
- Consistent throughout the school, in line with this policy (i.e. consistent within subject areas and age groups).

Our Marking process:

All English and Maths books to be marked daily. Topic books to be marked with feedback (if appropriate) ready for the next lesson.

We follow the 'Fourquarters' marking approach (Dylan Williams):

- *Teachers mark in detail 25% of pupils' work.
- *Teachers skim 25% of pupils' work, marking briefly acknowledging progress.
- *Pupils self-assess 25% of their own work which teachers model and monitor.
- *Pupils peer assess 25% of their work

In this way, we ensure a balance of different kinds of marking and assessment.

- Green ink is used for next steps.
- A series of symbols are used to ensure that time spent marking by teachers is effective and manageable. See Appendix 1 for our marking codes.
- Feedback must be carried out weekly for at least 1 in 4 pieces of

work. Giving instant feedback through marking in class is also encouraged- e.g. whilst walking around you can put a dot by something that the child needs to check, or give a double tick, especially if you know the child has particularly tried or was unsure. Instant teacher comments are an excellent acknowledgement of work achieved, next step or challenge, and a good opportunity for immediate response showing impact. Oral responses can be noted on a post it.

- Summative marking can be carried out with the children as appropriate.
- Teachers monitor the responses to the marking.
- Teachers may note in the margin if a child has left the lesson for any reasons, leading to incomplete work. Otherwise incomplete work should be finished where possible.
- When marking, teachers should identify examples where the child has achieved, e.g. has met the learning objective, has met an existing target. This is done by double ticking and adding brief comment e.g. 'good use of vocabulary'. Housepoints are awarded to acknowledge progress in knowledge, understanding and reasoning.
- Spelling, punctuation and grammar in subjects other than English: Basics such as full stops and capital letters should be corrected/ commented on (with discretion for the child's ability). Up to 3 high frequency and subject specific words can either be identified by the teacher or ideally by the child - challenging the child to identify and self correct their own misspelling (or punctuation mistakes) through editing within their work.
- When a lesson has been taught by a supply teacher, a circled ST can be placed in the margin.

Children editing their own work

This should be evident in both English and topic books. This process should be carried out in a number of ways such as; in response to teacher comments or marking, as a result of reviewing work against the success criteria or through peer marking.. Pink pen is used for editing.

Marking and Feedback in the Early Years and Foundation Stage-

This includes:

- Dialogue with the children about what they are doing
- Verbal encouragement, guidance and praise
- Stickers/ Stamps
- Annotations and written observations and comments by staff
- Children beginning to comment and annotate their own work and photos

Marking and Feedback in KS1-

This includes:

- Verbal encouragement, guidance and praise
- Stickers/ Stamps
- Comments for pupils to respond to - either by consolidating learning on moving learning on through giving a challenge/next step. This may take the form of applying learning.

Marking and Feedback in KS2

- The marking and response should form a dialogue between teacher and child. Sometimes the child will respond verbally and this is recorded using the initials VF for Verbal Feedback. Post it notes or speech bubbles may be included to demonstrate or explain learning.
- Some marking may be brief and consist of a stamp/sticker. This is in line with our 'Fourquarters' marking approach explained above.

- Wow and Now: teacher gives comment, including something positive-‘Wow, you have.....,Now try and..... Or Now can you..... (teachers use different variations of this model)
- An identified demonstration of success may be given an * within work and matched with an * within marking at the end of a piece of work – a tick or double tick acknowledging progress towards objective or target.
- Pink pen time- children respond in pink pen so the response time is known as ‘Pink Pen Time’. This helps to highlight the importance of responding.
- Questions that promote reflection by the child, responses and dialogue include “Why have you done...” How could you improve...? “Is ___ correct?”
- If work is below par for presentation, part of it should be re-written to a high standard. This will help to highlight the importance of taking pride in your work, including presentation.
- Taking time to discuss marking with the children is essential - e.g. what sort of marking do you find helpful? In what ways has marking helped you? Can you think of a time when marking has helped you? What do you think about marking?

Quality formative marking

The following are based on examples of quality marking by Shirley Clarke in ‘Unlocking Formative Assessment’

Reminder prompts- e.g. Give some more detail for this character... Explain this answer a bit more... Tell me more about what you feel...Look carefully at this calculation- what is missing/ what needs to be changed..? What would happen if..? Can you use the results to support your answer? These are appropriate ways in which to challenge more able children.

Scaffolding prompts- for children needing more support. Usually given as a question or as a directive. To check understanding in a closed sentence or a ‘complete this sentence’ might be used to reduce the amount of writing needed in the feedback.

Eg. Can you describe how this person has been ‘unkind’?

Describe something that happened that shows they were being generous.

Ring the correct words: A material is a good conductor when it easily / doesn’t easily let heat travel through it.

Finish this sentence by adding 2 more factors: To photosynthesise, a plant needs water.....

An example prompt:

Useful for all children as a modelling tool (especially with lower ability children) - this prompt gives the children a choice of words or phrases:

e.g. Choose one of these or your own: -

He is a good friend because he never says unkind things about me

My friend is a good friend because he never gets angry with me

Use one of your own that you can think of that may be better

Responsibilities

It is the responsibility of all class and subject teachers to ensure that this policy is consistently carried out, including enabling pupils to respond to feedback tasks.

Each subject leader has the responsibility for monitoring that the policy is being consistently carried out in their subject area and will report on the impact it has upon progress.

Headteacher has responsibility to ensure the policy is appropriately adapted and implemented for SEN pupils. This includes reference in provision maps and agreements as appropriate.

It is the responsibility of the Headteacher to ensure that effective marking and feedback is monitored and evaluated as part of the quality assurance of teaching and learning across the school.

Equality of Opportunity

All pupils are entitled to have their work marked in accordance with this policy.

SEND and Inclusion

Effective feedback and marking must be accessible to all pupils and will reflect their individual needs and abilities. This may mean writing comments for specific pupils in an accessible colour, it may mean support pupils to read comments, it may mean recording verbal feedback and response. Such requirements should be identified in a pupil's Assess, Plan and Review statement as required.

Presentation Reminder

- Use neat, joined handwriting from Y2 up.
- Use a pencil or handwriting pen when writing.
- Cross out any mistakes neatly with a single line.
- Always use a pencil in maths books.
- Diagrams, drawings and lines should always be completed in pencil.

'Feedback is one of the most powerful influences on learning and achievement' Hattie & Timperley, 2007

This is how we mark your work at St Wenn School, look out for these symbols when you check your work.

- Sp** You have made a spelling mistake, look for the word which is highlighted or underlined in green.
- P** You have made a mistake with your punctuation.
- CL** You need a capital letter.
- FS** You need a Full Stop.
- //** New paragraph required.
- ^** You have missed something out.
- /** New line to be taken.
- I** You worked independently.
- S** An adult has given you some help (support).

Teacher comments

Pleasing Purple—what you have done well.

Green to grow— how to make it better.