Wibsey Primary School

Marking and Feedback Policy

"To be effective, feedback should cause thinking to take place."

Shirley Clarke

Rationale

The key purpose of feedback is to enable pupils to improve their learning. Marking of children's work and feedback is a fundamental part of the process of teaching and learning in school and is integral to the assessment process. It demonstrates a respect for the work produced, gives constructive feedback and indicates the ways in which the individual child can improve. Research has shown that consistent and effective marking and feedback has a significant impact on raising achievement.

Aims

The aims of marking and feedback (both written and verbal) are to help pupils:

- Understand what they have done well
- Understand how to improve through developing strengths and addressing weaknesses
- Make visible signs of improvement as a result of feedback

Key Principles

The key principle underpinning this policy is that all marking and feedback should focus on improvement and not correction.

Marking and feedback should:

- Identify the 'next steps' in pupils' learning;
- Provide clear appropriate feedback against the skills based learning objective and success criteria;
- Give recognition and praise for children's effort and achievement, and thereby raise their self-esteem ;

- Allow time for pupils to read, reflect and respond to marking making a visible improvement;
- Inform future planning and target setting;
- Be consistent across school;
- Be manageable for teachers and accessible for children.

Marking Practice

To ensure consistency in marking and feedback across school:

A. Feedback is positive

To ensure pupils understand what they have done well they need to know both what they have done well and the reasons for it. Discussions with pupils about recently marked work should display a good understanding of both of these points.

Foundation

☺ Is used to identify what has been done well and the reasons given for it

Key Stage 1

* is used to identify what has been done well and the reasons given for it

Key Stage 2

✓ is used to identify what has been done well and the reasons given for it

Symbols may be used alongside the section of work, or at the end, where a comment should be made identifying what has been done well.

B. Marking and feedback focuses on improvement

To ensure pupils make improvement an arrow is used to identify the next step.

Foundation / Key Stage 1

is used to identify the next step

Key Stage 2

⟹ Is used to identify the next step

C. Improvement prompts

To ensure all pupils understand how to improve different types of prompts are used. We use a mixture of challenge, reminder, process and example prompts, as appropriate to the learner and stage in the learning process, to help pupils to understand. This may be done through comments, questions, discussions or diagrams that help pupils to understand. This will require pupils to respond to the marking.

Without visible signs of progress emerging from marking or feedback, there are no signs of effectiveness. Teachers and assistants should ensure time is given to act upon the guidance so that pupils may act upon it and make improvements.

Ability	Guidance Type	Teaching Sequence
More able	***Challenge***	*Later*
	(applying knowledge to a different situation / application across other areas	
	Reminder (reminder of teaching point – now go and do it)	
	Steps (instructions) (Check if you have …….. Then …….)	
Less able		
	Example (Teacher gives a modelled example)	***Earlier***

Ability (vertical axis label) *Teaching Sequence* (vertical axis label)

The improvement prompts provide an effective form of differentiation.

All the prompts require some action from the child. In Writing this should be done on the feedback page opposite the child's writing. In other books this should be done at the bottom of the piece of work.

The following are examples of prompts used across a unit of work.

Example prompt

This will require a simple action from the child following a given example.

*Put this sentence into your story here * to improve the description of the setting*.

Steps prompt example

There should be NO MORE than THREE prompts.

First *go and check you have included a sentence about the setting.*
Then *see if you can add a little more detail about what you can see.*
Reminder prompt example

This is NOT 'next time …' or 'remember to…..' It will always require an action.

What should you include in the setting of your story? Can you think about this and add more to improve your setting?

Challenge prompt example

This prompt requires children to apply their knowledge to different situations and involves application across other areas. It is NOT just more of what they have done.

Can you tell me more about the atmosphere in the rainforest?

D. Verbal Feedback

Verbal feedback / marking is one of the most effective ways of giving feedback to pupils, however if it is not recorded it is often forgotten.

Where verbal feedback is given for pupils' recorded work, it is often appropriate to use 'key word marking' which is an indication that feedback has been given. This is to help both the pupil and teacher remember what was discussed so the work can later be checked for visible signs of improvement.

Eg   VF ✓ Imagination -   alongside text

E. Marking against objectives

To ensure progress it is important that we mark the things that matter most to ensure pupil progress. Objectives should be skills focused; this enables marking and feedback to be focused on developing skills and not focused on the context.

E. Colour coding

There is an agreed colour coding across school:
- Green – support
- Purple – teacher

- Red – peer (Use red when children are still writing in pencil. If a child has their ink license then the peer's feedback should be in HB pencil with their initials)
- Blue – self (Use blue when children are still writing in pencil. If a child has their ink license then the comments/improvements should be in HB pencil)

F. Self and Peer assessment

Self / peer assessment follows the same principles as the teacher marking and uses the same symbols. Marking should be more than a tick against the success criteria / LO as this does not formatively engage children. Children should evaluate their own work, identifying aspects they feel need addressing. This supports teacher assessment as it reveals the child's priorities and the level of complexity they believe they can work at. Writing a comment focuses the quality of response.

Foundation / Less able KS1
Use of smiley / sad face

KS1
Children evaluate their own / their peer's work, identifying which parts worked well and why, and which need further improvement (one sentence about their learning).

Teacher

The teacher may write a written response to children's assessment at the end of their work.

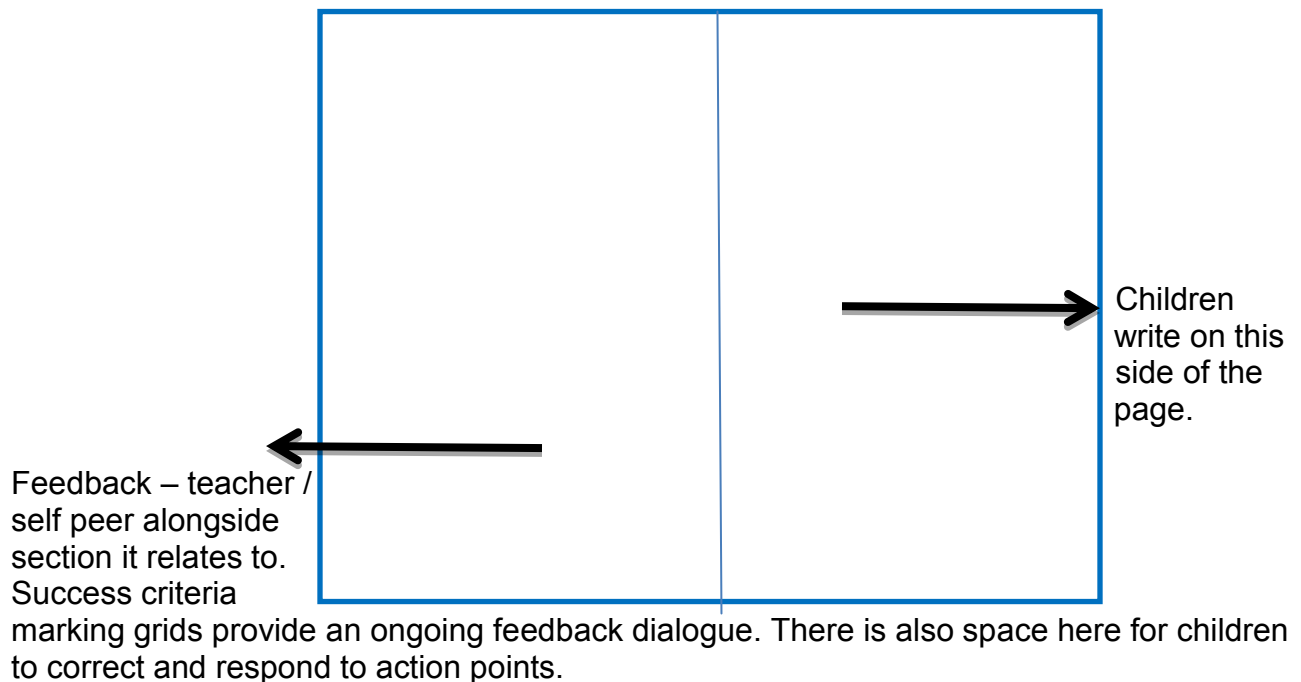A school format is available for self and peer assessment.

My teacher thinks	Success Criteria / Learning Goals / Toolkit ?	I think	My learning partner thinks
Space for ✓ and comment		Space for ✓ and comment	Space for ✓ and comment
Successes ✓ ✓ ✓			
Improvement actions			

G. Marking that matters

To ensure progress marking and feedback need to be focused on the aspects of learning that will ensure progress. Marking and feedback must be against the learning objective and / or success criteria which must be skills focussed.

H. Where does marking take place

In the 'Writing across the curriculum' book pupils write on the right hand side of the page and teachers and peer and self-assessment takes place on the left hand side.

Children write on this side of the page.

Feedback – teacher / self peer alongside section it relates to. Success criteria marking grids provide an ongoing feedback dialogue. There is also space here for children to correct and respond to action points.

Pupils are given time to respond to marking and feedback; this might be at the end of a lesson, the following lesson or in a guided focus session.

In other books marking takes place at the end of the work or alongside, in the margin.

I. Evaluation

Evaluation of marking focuses on the IMPACT of marking and feedback on pupils' progress. There must be visible impact for marking to be effective.

Frequent work scrutiny and discussions with pupils will be undertaken by senior leaders to ensure the three purposes of marking are of a consistently high quality throughout the school.

J. Marking Codes

Marking codes are differentiated according to phase.

Key Stage 1

Numeracy

✓   Correct / right answer

.   Incorrect / wrong answer

Come and see me

◯   Reversals / incorrect

*   Well done

?   Think about this / I do not understand / Please come and see me

Ⓣ   Refer to your target

Ⓣ✓   Target met

VF   Verbal Feedback

  Next step

Literacy

✓   Correct / right answer

.   Incorrect / wrong answer

Come and see me

  Finger space

skool   Self correct this word / letter   /   Look at how to spell this word / letter

∧   Missing word

◯   Wrong letter case / missing punctuation

*   Well done

:(You can do better

VF   Verbal Feedback

☆   Next step

Key Stage 2

Numeracy

✓   Correct / right answer / well done

x   Incorrect / wrong answer

See me please Come and see me

◯   Reversals / incorrect

 ? Think about this / I do not understand / Please come and see me

(T)   Refer to your target

(T)✓   Target met

VF   Verbal Feedback

GW   Guided work

IW   Independent work

C   Look at this and do it again

→   Next step

Written work

✓   Correct / right answer / well done

x   Incorrect / wrong answer

-------   Look at this

See me please Come and see me

◯   Reversals / incorrect

<u>skool</u> Self correct this word / letter / Look at how to spell this word / letter

 ? Think about this / I do not understand / Please come and see me

(T)   Refer to your target

(T)✓   Target met

VF   Verbal Feedback

GW   Guided work

IW   Independent work

C   Look at this and do it again

/   There should be a space here

//   New paragraph

→   Next step