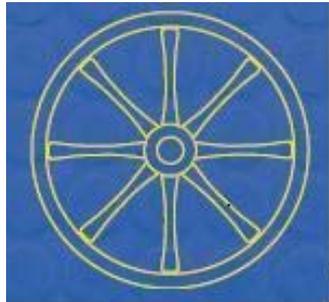


Marking and Feedback Policy

Wheelwright Lane Primary School

Date issued: September 2017

To be reviewed: September 2018



Learning For Life

‘Most marking has very little impact on children’s progress.’ (Shirley Clarke, Active Learning through Formative Assessment)

Marking at the end of a lesson or a piece of work will not be effective enough in moving our children’s learning on. At Wheelwright Lane we recognise that children need guidance throughout a lesson in how to improve their learning. Our aim is to follow the seven key strategies (Shirley Clarke) to enable active learning to take place by:

- Creating a classroom culture where all involved see ability as incremental rather than fixed
- Involve pupils in planning appropriately pitched content and meaningful context
- Clarifying learning objectives and establishing pupil generated/pupil owned success criteria
- Enabling and planning effective classroom talk and worthwhile questioning
- Involving pupils in analysis and discussion about what excellence consists of- not just meeting success criteria
- Enabling pupils to be effective self and peer evaluators
- Establishing continual opportunities for timely review and feedback from teachers and pupil, focussing on recognition of success and improvement needs, and provision of time to act on that feedback.

Teachers’ role in Marking and Feedback

- The teacher’s role in marking is to evaluate the quality of pupils’ improvements in the light of future planning, marking only minimal comments on the work, because the meaningful feedback has taken place, so teachers are marking less.
- Where teachers still mark in depth, it is more effective to do this for pieces of work in which skills are applied or brought together.
- Teachers will refrain from pausing lessons to model success and improvement where it will interrupt pupils unnecessarily, rather than having a timely impact.

Aims:

At Wheelwright Lane Primary School, our aims in providing constructive feedback on children’s work are:

- To identify children’s successes against the Learning Objective, Success Criteria and N.C. assessment statements identified in each year group.
- To highlight the children’s successes and next learning step.
- To engage children meaningfully in the feedback and improvement process.
- To value children’s work through meaningful and consistent dialogue.
- To identify children’s achievements against statutory assessments.
- To provide constant evaluation and opportunities to improve work during the lesson.
- To give guidance on how work may be improved.
- To involve children in self and peer assessment.

Stage not age is the key to effective marking.

Guidance:

- Feedback for improvement will take place throughout the lesson as often as needed using a visualiser to demonstrate improvements. Hot marking may also be used to identify misconceptions.
- Visualisers must be used to provide on the spot feedback at the point of learning at judicious points during some lessons.
- Teachers should share the meaning of their marking (consistently throughout the school) with the children throughout the year (see marking codes).
- Regular planned opportunities for writing throughout the curriculum and throughout the week should be provided.
- Work should be marked regularly – but not necessarily by the teacher and not always in the same detail. (See marking strategies page 4)
- Plenaries should be used during the lesson to mark projected work and allow children to improve their work and not only at the end.
- Children should be made aware of the learning objective and success criteria at the beginning of the activity. Sometimes they will co-construct the success criteria with the teacher. (teacher pre-planned where appropriate)
- Marking will usually relate to the learning objective of the activity, shown in the title where possible and ticked or recognised when achieved.
- Where basic errors are made that do not relate to the learning objective teachers will mark as appropriate. See Marking Codes.
- Feedback should be positive and constructive, relating to learning objective and **identifying the next step** where appropriate.
- Where possible work should be reviewed directly with the child, particularly when working with guided groups.
- In KS2 children write on every other line in order to be able to redraft in all writing books.
- Children should be involved in self and peer assessment on a regular basis
- National Curriculum Assessment statements identified in each year group, kept on display for Year 1 and available in class for Years 2 to 6. Children will have an understanding of expectations in their year group and assess their work against this criteria.
- In Maths, mistakes/wrong answers should be marked with a cross. Blue highlighter should identify exact misconception/calculation error.
- As required, methods in Maths should be exemplified and a practice question given. Children should respond using the correct method.
- Staff will highlight good evidence (including correct use of mathematical vocabulary) in green and recommendations for improvement in blue highlighter. When children edit and improve their work in response to marking and feedback, they will do so in red so that improvements made are clear (KS2).
- Children should be given time to review marking of their work as a planned activity as often as is practically possible.
- Stamps for verbal feedback are used to indicate that staff members have intervened at that point and children have used the feedback to improve their work.
- Stamps for ‘response to marking’ and book marks are used by staff to indicate where a child needs to make a response to the question/comment posed by staff. The bookmarks are used to keep a track of the child’s responses so that staff can check all responses have been addressed and marked.
- When peer and self-assessing, children will underline good evidence in green crayon and recommendations for improvement in blue. Children will not amend

the work in another child's book but instead use blue and green post-it notes to provide details of where improvements can be made.

- Where marking has not been suitably responded to in time, children should complete this during break time or lunch time.
- Occasionally it may be necessary to note why a child has been unable to complete a piece of work, for example - keyboard lesson.
- All marking should generally be done in green pen (spellings etc).
- Homework should be marked in accordance with the Homework Policy.

Marking codes for children and staff for use in the lesson and in retrospect, to be displayed within the classroom:

Marking codes and guidance for children and staff

G	Guided work with teacher
TA	Guided work with or class taken by Teaching Assistant (initials)
C	Whole class work
P	Paired work
I	Independent work
S	Supply teacher
2	Correct orientation for number reversal
X	In maths for wrong answer. Teacher corrects and highlights errors in blue – exemplification to be included as appropriate
V	Write in margin when visualiser has been used (whole class)
Visualiser	Is written on the piece of work shown for clarity
Objective Met	Tick learning objective
Resources used	staff to annotate if resources used to support eg. 100square etc.
Absent child	annotate book to signal child was absent
Verbal Stamp	verbal feedback given to be acted on

Spelling will be underlined in blue highlighter and correct spelling rewritten above or in the margin. No more than 3 errors will be underlined per piece of work depending on the length of writing. Spelling errors should be at the child's level. Spellings need to be practiced correctly and checked by the teacher. Over time children will be able to recognise their own errors, staff will encourage children to develop this skill.

Children need to know how their work is marked throughout the school, with a consistent approach.

Teachers should employ a range of marking strategies including:

- Twice a fortnight, children will receive in-depth marking – one or more of these will be a long piece of writing. Occasionally, this will take place in cross-curricular work.
- Feedback should take place as often as possible during the lesson so that children have opportunities to improve their work as the lesson progresses – see Shirley Clarke
- Timely oral feedback when needed during the lesson to whole class, groups and individuals.
- Stickers can be used to tell the children the teacher is pleased with their effort
- Where work is of a practical nature, learning objectives and/or photographs may be annotated for evidence of marking.
- Acknowledgement marking: putting a tick to let a child know that work has been looked at by the teacher.
- The learning objective/title ticked to show children have achieved the LO.
- Self marking: children identify their own successes and make improvements, self and paired e.g. response partners, and sometimes against national standards underlining using green crayon for ‘good’ and blue crayon for ‘even better if’. Comments will be in blue pen.
- Time given to read and act on feedback and advice given by Teacher and TA. Teacher also to mark response and respond to alterations.
- T/As should mark the work of a guided group where appropriate, feeding back on assessment sheets.

Wave 3 Intervention:

Consistently recurring errors should be addressed either within planned intervention groups, guided groups or through assessment for learning as a whole class area for concern. Work needs to be written in children’s books as evidence of wave 3 intervention.

Marking in foundation subjects:

Writing and Maths in foundation subjects is expected and should be subject to the marking as above. However, some foundation work will relate to the subject and so will not need to be marked in depth.

It is acceptable to mark one group’s work in depth every 4 weeks i.e. one piece every month for all children. This might take the form of marking the end product of a 4 week unit of work but all pieces of work should be acknowledged.

Written and Maths work in other subject areas may be used as evidence for assessment, but will be marked according to the learning objective for the lesson.

Supply Teachers

It is expected that supply teachers will mark the children's work in accordance with the policy, before they leave. Work will be identified by letter S in the margin, if taught by the supply teacher.

Monitoring:

The SMT and S/L's will moderate marking throughout the school to ensure continuity and adherence to school policy.

All teachers and governors will have the opportunity to monitor the marking policy for consistency.

Interviews with children will be used to check their understanding of the policy.

Policy ratified by Governors on 21st September 2017

Reviewed: 1st September 2017

Next review: September 2018