

Marking and Feedback Policy



Rationale

The sole purpose of feedback is to close the gap. Any feedback that is planned and carried out by teachers, must be shown to close the gap and allow pupils to move on with their learning. We believe that feedback and marking should provide constructive feedback to every child, focussing on success and improvement needs against learning intentions (WALT); enabling children to become reflective learners and helping them to close the gap between current and desired performance. We believe that feedback is a two way process and teachers actively seek feedback from the pupils on the effectiveness of their teaching.

Aims

The Marking and Feedback procedure should:

- Be manageable for teachers
- Be accessible to children
- Highlight 'next step' in another colour (Key Stage 2)
- Relate to WALT & WILF
- Involve all adults working in the classroom
- Be initialled by the adult marking the piece of work
- Be written following the school's handwriting policy
- Give recognition and appropriate praise for achievement e.g. Excellent! Well done!
- Give a next step / improvement task (on average 3x weekly in KS2 and as appropriate in KS1)
- Have an 'age appropriate' balance of written and verbal feedback in relation to: teacher to pupil; pupil to pupil and self- assessment.
- Allow children time to read and respond to feedback, e.g. go back to improve their writing or writing a sentence under teacher feedback to demonstrate that they understand the feedback and can give an example. Children to write their initials against response.
- Identify where 'verbal feedback' has been given and a word /phrase on the focus of the VF.
- Inform future planning and individual target setting
- Encourage and teach children to self-mark wherever possible / as appropriate.
- For Drama and role play etc. no 'next step' comment is necessary
- Marking codes on display in the classroom (agreed codes as approp. to each Key Stage)
- Involve peer marking.
- When "specific" writing skills are being applied in topic work such as instruction writing, letter writing, etc. next step comment will be used to help the child consolidate writing skills.
- Ensure clear targets are sent to parents

Summative feedback

This is usually associated with closed tasks, or exercises. Where appropriate, children should self-mark, or the work should be marked as a class or in groups.

Formative feedback

With verbal feedback during a lesson, teachers comments to children should focus **firstly** on issues related to the learning intention and **secondly**, on other features.

Quality marking WALT & WILF

Not all pieces of work can be quality marked. Teachers need to use their professional judgement to decide whether work will be simply acknowledged, or given detailed attention.

The emphasis in marking should be on both successes against the WALT & WILF and improvements (next steps) which need to be made. A focused comment should help the child progress to the next level e.g. next step comment / verbal feedback.

With narrative writing, codes can save time and make the feedback more accessible to the child: highlight three places where the child has met the WALT & WILF and put an arrow, or indicate where improvement could take place, including next step comment (for KS2).

These could be:-

A reminder prompt eg. What else could you say here?

A scaffolded prompt eg. What was the dog's tail doing? 'The dog was angry so he.....'? 'Describe the expression on the dog's face'?

An example prompt eg. Choose one of these or your own: 'He ran round in circles looking for the rabbit. The dog couldn't believe his eyes.'

Reading Skills Recording Book (RSR)

Reading Skills books are used in KS2. The purpose of the books is to evidence progress in reading. Reading skills books record outcomes of reading skills development. Marking and feedback within these books:

- Includes verbal feedback (VF stamp used.)
- Written feedback relating to pupil reading target and /or specific reading skills
- Self and peer marking of the skills to be evident in the books (Upper KS2 and More Able Lower KS2)
- Includes regular challenges relating to the reading skills e.g. sequencing.

Pupil Responses

Pupils should **always** respond to teacher feedback. Teacher prompts should encourage pupils to respond by applying the skill learnt e.g. where a skill has been practised, then the pupil response should be the **application** of the skill e.g. in a maths word problem. Throughout lessons, teachers will actively seek feedback on their teaching from the pupils.

All written feedback should be clear, legible and written in line with the school's handwriting policy

Surface / Secretarial features

Spelling, punctuation, grammar etc. should not be asked for in every piece of narrative writing, because children cannot effectively focus on too many things. However, a **secondary** comment should be added re: spelling of key words, punctuation, handwriting and any features that may improve the writing, as appropriate. Application of phonics skills should be high focus throughout key stage 1.

Verbal Feedback

This should be the main strategy used to feedback to children about their progress within the lesson. Verbal feedback, both on a 1:1 with the pupil and to groups, has a powerful impact on pupil progress. Verbal feedback will be given frequently to the children as they are learning. This is identified as **VF** in pupil books. Any feedback given whilst being taught via the 'Working Walls' will be identified as **WW** feedback.

Self-marking

Older children can be taught to identify their own three successes and look for improvement points. Mid plenaries can focus on self-evaluation as a way of children self-analysing learning. Peer and self assessed marking **MUST** be checked by the teachers (green fix it pens to be used)

Peer marking

Using one piece of work from a child in the class to mark together, at regular intervals, the teacher should model the marking process and teach specific mistakes and misconceptions at the same time. Children mark each - others' work under the guidance of the teacher and a given success criteria.

Another strategy is to show two pieces of levelled work with the same title and discuss their differences. (Main focus for this Year 2 – Year 6).

The Marking of Spelling

1. The misspelling of words with a spelling pattern/rule such as *babies spelt as babys by the child* to be written at the bottom of a piece of writing with two other words with the same spelling pattern,

E.G:

babies x 3

puppies x 3

ladies x 3

2. Regular mis-spellings of high frequency words to also be given at the bottom of each piece of work, such as with/before/really/because etc
3. Children who consistently spell high frequency words incorrectly, such as **with/really/very** to have a flap at the back of their English and Golden books so that they can refer to these words when writing.
4. **Teachers to check that children have spelt words correctly when they are responding to spelling feedback.**
5. Year 5 and 6 – Teachers to train to children to proof read English writing in English books and Golden Writing for spelling errors with a partner on a regular basis. (This is part of the editing process) This will be part of self and peer assessment.

Note – Teachers to use year group high frequency word and year group spelling patterns as a resource.

Organisation (Key Stage 2)

The first few minutes of a lesson **must be** used for children to **read and respond** to feedback given by the adult. In order for the marking to be formative, the written feedback from the teacher, **MUST** be acted upon by the children.

Children need to have written feedback about their work in their books. It is especially important that English and Maths is marked daily and written feedback is given 3 times a week (verbal and written).

The majority of marking should be carried out within the lesson at the point of learning to make it more meaningful to the children(Live Marking).

Distance marking should be accessible to children and manageable for teachers.

Targets (KS2)

Targets will be placed in children's writing, reading and maths books across KS2. In writing, the current target is highlighted in yellow on the writing checklist. When the target has been met in writing, it is then highlighted in green.

In maths and reading books, the children will have a new target added when they have met their current target. In Year 3, the maths and reading targets will be identified by highlighting in yellow and in green when the target has been met.

Written and Agreed by all Staff September 2014

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