

WHEATLANDS PRIMARY SCHOOL



Marking & Feedback Policy

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Marking and Feedback Policy

1 Introduction

At Wheatlands School, we take a professional approach to the tasks of marking work and giving feedback on it. All children are entitled to regular and comprehensive feedback on their learning. Therefore, all teachers will mark work and give feedback as an essential part of the assessment process. Effective marking and feedback is integral to good teaching and learning processes. By empowering children to be actively involved in understanding how they are making progress, it helps to embed learning swiftly and enables accelerated learning. As a result of this reviewed policy there will be greater consistency in the way the children's work is marked across the key stages, all staff will follow the same marking code which is displayed in all classrooms and books. It will be the responsibility of the teacher to carry out all marking. In the occasional instance that support staff mark work the class teacher must oversee it.

2 Aims and Objectives

We mark children's work and offer feedback in order to:

- Inform the child what they have done well, giving recognition to achievement and effort.
- Show that we value the children's work, and encourage them to value it too.
- Boost the pupils' self-esteem, and raise aspirations, through use of praise and encouragement. The main objective of marking and feedback is not to find fault, but to help children learn. If children's work is well matched to their abilities, then errors that need to be corrected will not be so numerous as to affect their self-esteem.
- Give the children a clear general picture of how far they have come in their learning, and how they can improve their work in the future.
- Offer the children specific information on the extent to which they have met the learning objective, and/or the individual targets set for them.
- Promote self-assessment, whereby the children recognise their difficulties, and are encouraged to accept guidance from others.
- Encourage a consistently high standard of presentation.
- Develop attitudes of perseverance and conscientiousness, encouraging effort in children's work and pride in their presentation, highlighting work that is not of a child's individual standard.
- Gauge the children's understanding and identify any misconceptions.
- Provide a basis both for summative and for formative assessment.
- Provide the ongoing assessment that should inform our future lesson planning.

3 Principles of Marking and Feedback

We believe that the following principles should underpin all marking and feedback:

- It should be meaningful, manageable and motivating.
- The process of marking and offering feedback should be a positive one, with pride of place given to recognition of the efforts made by the child.
- Marking and feedback is the dialogue that takes place between teacher and pupil, ideally while the task is still being completed.
- Marking should always relate to the lesson's learning objective and, increasingly, the child's own personal learning targets.
- The child must be able to read, understand and respond to the comments made, and be given time to do so. Where the child is not able to read and respond in the usual way, other arrangements for communication must be made.
- Time must be given for the child to correct their work.

- Comments should be appropriate to the age and ability of the child, and may vary across year groups and key stages.
- Comments will focus on only one or two key areas for improvement at any one time.
- Teachers should aim to promote children's self-assessment by linking marking and feedback into a wider process of engaging the child in his or her own learning. This includes sharing the learning objectives and the key expectations for the task right from the outset.
- Whenever possible, marking and feedback should involve the child directly. The younger the child, the more important it is that the feedback is oral and immediate.
- Feedback may also be given by a teaching assistant, or through peer review.
- Group feedback is provided through plenaries too, and in group sessions.
- Feedback will help a child to identify their key priorities for improvement and the progress they are making towards personal targets.
- Teachers will note errors that are made by many children and use them to inform future planning.
- Marking will always be carried out promptly, and will normally be completed before the next lesson in that subject (although this may not always be possible for longer pieces of work).

4 Implementing the Marking Policy

- 4.1 Marking should always be carried out using a red pen using the school's neat, cursive handwriting style.
- 4.2 The school has explicit rules that apply to all pieces of work e.g. the date must be underlined, with the Learning Objective (L.O) written below. Teachers will not accept the work unless these rules have been followed. Green, orange and red stickers are used to identify whether the child has met the lesson's success criteria.
- 4.3 In addition to these general rules, there are specific rules for specific types of work, e.g. numeracy. These rules have been taught and are made clear in the school's presentation policy. They make it clear what good quality work in the subject is like.
- 4.4 The extent of the teacher's response to a piece of work is determined not by the number of errors found in it, but by the teacher's professional judgement. Consideration is given to what a particular child is capable of, what the next learning stages involve, and what should now have priority. Children should not receive the impression that things are right when they are not; on the other hand, they should not be discouraged from being adventurous for fear of having faults emphasised.
- 4.5 Written feedback needs to include a positive comment followed by a constructive statement indicating how to improve using 'T' for target. This may be in the form of visual symbols rather than text for younger children.
- 4.6 Where pupils interact in the marking process, they will be all the more engaged and receptive to correction. In fact, pupils should be encouraged to suggest areas for improvement.
- 4.7 Children are regularly given opportunities to mark their own or another child's work, but the teacher must always review this. Marking their own work is usually preferable, because when the teacher makes a point, the children need to be able to relate it to their own efforts.
- 4.8 A writing checklist should be used to mark each main piece of writing. This should reflect the year group's objectives and the particular focus of the piece of writing.
- Children should be encouraged to assess their writing ahead of final marking, using their own learning targets and the checklist. This helps the children to self-reflect at each step of the learning process.
- 4.9 Teachers in KS1 and KS2 will mark spelling by underlining the incorrect word. Teachers should not identify or correct every mistake. For children in KS1 teachers will underline up

to 3 mistakes, KS2 will underline up to 6. The teacher will then write the correct version for the words at the end of the piece of work for the child to copy and practice 3 times underneath. Additional verbal feedback and support should be given for any regular mistakes being made, especially key word mistakes.

- 4.10 Letter formation must also be commented upon and inaccuracies practised.
- 4.11 Where support has been given with tasks it should be identified through use of TA or T within the margin, otherwise it will be presumed that the task was completed independently.
- 4.12 Children are discouraged from using rubbers to correct mistakes (though they are available at the teacher's discretion). They are to rule a line through it and write the correct word or answer next to it.
- 4.13 All staff will follow the marking code below which will also be displayed in each classroom and in the front of each child's book. Codes should be written within the child's writing and not in the margin. Corrections must not be written above the mistake by the teacher but corrected the next day by the child using a pencil in KS2 and a coloured pencil in KS1.
- 4.14 Additional in depth marking may be used to support pupils who are in need of acceleration. This may be particularly pertinent to pupils in receipt of the Pupil Premium Grant and be an agent to close gaps in achievement. In such situations an additional adult could be provided for this purpose or an intervention group established.
- 4.15 When identifying specific success the respective work in the child's book should be ticked.
- 4.16 When identifying an area for specific improvement (no more than 3) the work should be highlighted in green.
- 4.17 Writing checklists should be used for each main piece of writing and reflect the year group's objectives and the particular focus of the piece of work.
- 4.18 In the Foundation Stage, the marking process may be exemplified through observational assessment made by adults, using an iPod/iPad. Verbal feedback is often immediate however discussion is recorded and noted down. Adults also comment on the stage a child is at, linked to objectives from Early Outcomes. This will be recorded in pupils' Learning Journeys and as the Foundation year progresses directly into workbooks as appropriate.

Marking Code

- x - work is incorrect
- ✓ - correct
- ✓ C - corrected work that is now correct
- ^ - missing word
- ~ - grammatical error
- // - missing paragraph
- - spelling error
- - identifies missing punctuation and capital letters
- | - missing finger space
- / - start a new line

5 Pupil Response to Feedback

Pupils are to be encouraged to respond as appropriate, indicating they have read/understood the marking. Pupils need time to develop this skill from FS to Y6, and throughout the school year appropriately.

In each class effective time must be given to teaching pupils to respond to tasks swiftly. This process will look different developmentally across each year group, increasing with independence and complexity with maturity and skill of pupils.

In Foundation Stage, children's work is annotated (interpretation of children's mark making), both child-initiated and adult led after discussion with the child.

By the end of Year 2, most pupils should be able to locate, access and execute simple response tasks independently. They should know what they are doing to improve their learning. Pupils with SEN will need support to enable this.

Acknowledgement of response

This should be swift, in line with the marking policy and not ordinarily an open opportunity for a longer dialogue. If greater issues arise then the teacher should address this with the child at another time.

6 Role of Other Adults

Support staff may mark work with groups of pupils with whom they have been working. When this is the case they need to initial work they mark, identify if work was independent or supported and as appropriate give feedback verbally or through marking.

Supply teachers who carry out work in the school are expected to mark all work, as far as possible in accordance with this policy. Supply teachers and new staff should receive a copy of the marking guidance as part of their induction. Work marked by a supply teacher may be indicated in books with 'supply'.

Students in school are required to follow this policy as appropriate, however the class teacher is also required to oversee marking completed by the student to ensure quality assurance.

7 Responsibilities

It is the responsibility of the class teachers across a year group to ensure that this policy is consistently carried out, including enabling pupils to respond to feedback tasks.

It is the responsibility of all staff working with pupils to ensure the marking code is consistently adhered to across the school

Each Phase Leader has the responsibility for monitoring that the policy is being consistently carried out in their particular phase. Likewise the SENCo has responsibility to ensure the policy is appropriately adapted and implemented for SEN pupils. This includes reference in support plans if 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.

SEN 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 to enable pupils to read comments, it may mean recording verbal feedback and response. Such requirements may be identified in a pupil's file as required to ensure consistency and transference of information when moving through the school.

8 Monitoring and Evaluation

Monitoring of the policy will be done through regular book scrutiny led by the Headteacher, SLT and Phase Leaders as appropriate. It will be monitored for whole school consistency and evaluated for impact on pupils' outcomes.

The Headteacher and SLT will also monitor the impact of developmental marking through work scrutiny in both maths and English as part of lesson observations to monitor the quality of teaching and learning in the school. In Foundation Stage this will also include scrutiny of observational assessment and content of Learning Journeys.

We are aware of the need to monitor and update the school's marking and feedback policy on a regular basis, so that we can take account of improvements made in our practice. We will therefore review this policy in two years, or earlier if necessary.