



Wivelsfield School Feedback and Marking Policy

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Next review due: November 2023

Approved by Headteacher:

Approved by Chair of Governors:

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Wivelsfield School Feedback and Marking Policy



Intent

Effective feedback and marking should:

- Be manageable for all teachers and teaching assistants
- Involve all adults working with children in the classroom
- Give children opportunities to become aware of and reflect on their learning needs
- Give recognition and appropriate praise for achievement **and good learning attitudes**
- Inform future planning and individual target setting
- Be accessible and inclusive

Implementation

- Be seen by children as positive in improving their learning
- Relate to learning objective and success criteria which have been shared with the children (when relevant)
- Give clear strategies for improvement (this can be verbally or through live marking)
- Allow specific time for children to read, reflect and respond to marking or feedback
- Involve children in the marking process, both as self-markers and in peer marking.

Impact

Feedback and marking is a consistently used effective tool in supporting teaching and learning across the school.

Effective feedback and marking should:

- Inform children of their achievements; how to progress their learning and address any misconceptions
- Show learning and effort of work is valued
- Encourage children's effort and resilience towards their learning
- Evaluate and assess children's learning and so inform future planning
- Be an active element of lessons
- Feedback is meaningful, manageable and motivating

This policy forms part of a whole school policy for Teaching and Learning. It relates to the ethos of the school and has direct links with curriculum planning and assessment.

Rationale

'Feedback is one of the most powerful influences on learning and achievement' (Hattie and Timperley 2007, Review of Educational Research March 2007, Vol. 77, No. 1, pp. 81–112)

How children's work is received and marked and the nature of feedback given to them will have a direct bearing on learning attitudes and future achievements. Feedback and marking is an integral part of assessment. We aim to provide a system of feedback and marking that is consistent and continuous across each stage within our school. Marking will inform planning, be diagnostic and enhance children's learning by ultimately offering guidance on how work can be improved. Effective feedback and marking should help the child to reflect on their work, to recognise their difficulties and mistakes and, encourage them to accept help/guidance from others, whilst also building resilience so the children understand learning is not easy

and needs to be worked on. We aim to mark positively whenever possible to enhance self-esteem and confidence.

Marking will also be used to inform children, parents, colleagues and other interested parties.

It may also be used to model and show expectations of achievement through 'WAGOLLS' (What a Good One Looks Like).

Marking Principles and Practice

If children are to develop as independent learners, with an awareness of their own strengths as well as areas for development it is essential that:

- They are made aware of the learning intentions of tasks/lessons and of the success criteria against which their work will be marked/assessed. *'This is what we are learning and this is how I will be assessed.'*
- The learning needs of individual children are understood and work is differentiated and marked appropriately.
- Where appropriate, marking/feedback (verbal or written) is linked directly to lesson success criteria.
- Work should be marked with the use of the same marking code (Appendix 1) across the school. This should be displayed in KS1 and KS2 classes and available on tables/in books when children are returning to /correcting their work.
- Green pens to be used for marking by adults
- Stamps encouraging effort can be used for marking
- Purple pens are used by children for self-marking and peer assessing
- EY - use of child's name
- Teachers writing to be neat and legible.
- When possible, teaching assistants mark work of children they have been working with or when circulating around the class. It will always be seen by the teacher.
- Children respond to marking in purple pen, where appropriate.
- Sufficient time must be found for children to respond to marking when required. This might be during early learning, at the start of the lesson, or during the lesson This may vary in line with the age of different classes.
- Supply teachers will light mark work.
- If an adult has worked with a child (parent or volunteer) this should be shown on the work.
- A particularly successful piece of work may be awarded with a house point/ head teachers award credit in line with the school's system of rewards

Correcting mistakes and errors

Correcting mistakes has its' place in marking when it contributes to an improvement in a pupil's work. Errors need to be pointed out if a child is to improve his/her work; which errors and how many will depend on many factors. In the case of foundation stage and KS1 pupils, feedback needs to be as immediate as possible. This should be noted on the work and be related to the learning objectives and/or personal targets.

Feedback strategies

Oral Feedback

Immediate feedback is the most effective feedback and is therefore most likely to be oral. Oral feedback is more powerful and has maximum impact when pointing out successes and improvement needs against learning intentions and targets. It is usually interactive and developmental, and can be done both individually, as a group or, as a whole class.

The code **VF** will be written on a piece of work to signify that oral/verbal feedback has been given. Children will be encouraged to continually engage in a dialogue about their learning with their teachers/teaching assistants.

Live Marking

This is an effective technique which involves the marking of books and the imparting of feedback during a lesson. This is a combination of moving around the room, ticking and flicking to gain an understanding of how the children are doing and also sitting down with learners and discussing their work in detail with them. If after live marking, a selection of books exhibits the same errors, it allows the teacher to stop the class and address the misconception allowing for immediate impact. With this approach, progress will be shown and further learning will take part within that lesson relevant to each pupil who has received live marking in that lesson. It is not expected that each child will receive live marking in each lesson; it is expected that over a week each child will receive live marking at least once. Live marking can be done by any adult.

Involving children in marking

Self-marking/evaluation against shared learning intentions can help empower a child, therefore children should be encouraged to evaluate their own work before marking, taking into consideration the shared learning objectives and any previously individually set targets in their books.

- Children may mark their own work in purple pen but teachers will always scrutinise it.
- Peers may mark each other's work prior to the teacher marking it, following an agreed system. *COVID routines mean thorough handwashing must take place.
- Children should be encouraged to reflect after marking and take the opportunity to correct and mistakes.
- Children to respond to feedback using purple pens/pencils in all books.
- Time will be timetabled at least weekly to enable children to have the opportunity to return to their work and to respond to feedback. Examples of time allocations could be: morning tasks or lesson time.

Frequency of marking

We constantly assess the children's work, establishing their achievements. This may be as simple as recognition of a learning objective being achieved.

Children's work to be marked:

- As far as possible, informal marking (verbal/on-going using marking code) will be done as work is created.
- Recognition of achievement against success criteria.
- Use of success criteria tick chart can be useful formative feedback (see Appendix two example)
- Teachers need to look at work to inform on-going assessments.

English

Live marking

The teacher can mark the work during the lesson either by circulating around the classroom. Work can be discussed verbally to ensure the child recognises what has gone well and what needs to be tweaked and improved. This is noted by a VF in the margin. Teachers do not need to write what the verbal feedback was unless it informs the teacher's assessments.

Work that has been 'lived marked', or where children have received verbal feedback might not receive any 'green pen/stamp' marking/acknowledgement as the feedback would have taken place within their learning time.

Marking a piece of extended writing – expectations and tips

All adults working with children should be recording in green pen in books as they work with the children on a daily basis. This marking should include the use of VF, and the marking code symbols, and include such things as spellings (up to a maximum of 3) identified for correction for high frequency words or spellings in line with year group expectations.

During the draft or edit stage of writing, a teacher should generally discuss successes and feedback ways forward through verbal feedback, live marking and peer assessment.

The teacher should read the whole piece of writing but, if the child has written an extensive amount, the teacher may choose to mark and comment on only a section (one or two paragraphs). This will be identified with a highlighter in the margin.

**In Years 2 and 6, as the year progresses, marking will become less scaffolded in accordance with Local Authority writing moderation guidelines.*

The strategies below may also be used to ensure efficient marking and feedback:

- Class cross section

The teacher checks through a cross-section of books – five or six – to assess how students ranging in attainment have performed in the lesson. Find a WAGOLL (What A Good One Looks Like) which has included all the ingredients of the success criteria and a piece of writing which needs improvement. Photocopy these pieces of writing and either hand them out or show them under the visualiser at the start of the next lesson. Use the success criteria to critique the two pieces of writing and discuss what has gone well and what improvements could be made. Model the improvements as a class and then allow children to edit and improve their work independently.

- Gallery critique

Gallery critique draws on ideas from Ron Berger's book, *An Ethic of Excellence*, and involves students moving around the classroom critiquing one another's work using Berger's "kind, specific, helpful" mantra, along with a plentiful supply of post-it notes. Not only do students receive detailed feedback from a number of peers, they also learn from reading each other's work.

Maths

At Wivelsfield, the focus in maths is to quickly assess learning through live feedback in lessons. This can either be done individually by the teacher or teaching assistance or as a whole class through mini-plenaries to address misconceptions. Teachers may also use small group interventions during the lesson or the following day. These groups may be identified through live marking or by using another AFL strategy. Time during morning activities can be utilised for 1:1 or small group feedback when appropriate.

All work should be acknowledged. Children are allowed to mark their own work or their peers (in purple pen) but teachers must check these answers. When working in a group, adults should give verbal feedback to address misconceptions and to celebrate positive learning attitudes. This will be noted using a symbol VF. Every child should receive a personalised comment at least once a week. This could be as simple as a, "Great perseverance today, Algebra!"

Corrections

A dot will be used to show an incorrect answer. An arrow will be drawn next to the question number to inform the child they need to review their answer.

Self-assessment

Children will write a number between 1-10 next to the Learning Objective to show how confident they were with the lesson. 10 = Extremely confident 1 = I really did not understand that lesson

Live marking

Through the use of live marking, misconceptions, mistakes and WAGOLLs can quickly be identified and shared with the class through mini-plenaries.

Science

The minimum expectation for marking is acknowledgement of progress against the learning objective as well as marking stated in the code. Wishes or targets may be recorded, if appropriate.

Foundation Subjects

Written comments for recorded foundation subject work may focus purely on recognition of successes and commending effort, as more 'deeper' marking may have been used in the draft stages of this writing found in other books.

In 'topic books' there will be a grid learning objectives for a unit of work and children and teachers will assess success against these objectives. Teachers may write a more general comment at the end of a topic book.

EYFS

The majority of feedback in EYFS is given verbally and immediately to ensure the children achieve the maximum learning from an activity.

We use a four code system to explain the level of support and type of activity.

I = Independent. A = Adult support given.

AL = Adult led task. CI = Child initiated activity.

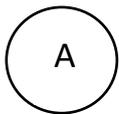
Agreed: Signed _____ Dated _____

Review Date November 2022



Appendix 1

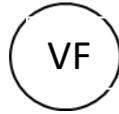
Wivelsfield Marking Code



Assisted



Independent



Verbal
Feedback



Peer
Assessment

EYFS only: I = Independent A = adult support AL = Adult Led CI - Child Initiated

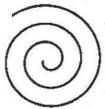
General



Correct



Incorrect



Presentation

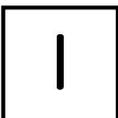


Good Idea



Target/ Wish

Maths



One Digit Per Box



Incorrect - try again

Language



Finger Space

sp (in th margin)

Incorrect Spelling



Missing Punctuation or Capital Letter



Missing Word



Check for Sense



Paragraph

Appendix 2

I am learning to

Success criteria:

Self A

Peer A

Teacher A

	Self A	Peer A	Teacher A

Today I have learnt.....

Next time I will.....

NB: KS1 will generally only use self and peer assessed