

Wilberforce Primary School

Marking and Feedback Policy



Policy date: February 2015
Review date: February 2016

Introduction

This policy aims to give all members of the school community clear guidance with regard the rationale, principles, strategies and expectations of effective marking and feedback at Wilberforce Primary School.

Please read this policy in conjunction with our other policies:

- ❖ Teaching and Learning
- ❖ SEND and Inclusion

Rationale and Principles

Rationale

Wilberforce Primary School is committed to providing relevant and timely feedback to pupils, both orally and in writing. Marking intends to serve the purposes of valuing pupils' learning, helping to diagnose areas for development or next steps and evaluating how well the learning task has been understood. Marking should be a process of creating a dialogue with the learner, through which feedback can be given and questions asked; the learner is actively involved in the process.

At Wilberforce Primary School, we aim to:

- Provide consistency and continuity in marking throughout the school so that children have a clear understanding of teacher expectations;
- Use the marking system as a tool for formative ongoing assessment;
- Improve standards by encouraging children to give of their best and improve on their last piece of work;
- Develop children's self-esteem through praise and valuing their achievements;
- Create a dialogue which will aid progression.

Principles of Effective Marking

Effective marking should:

- Be manageable for staff
- Be positive, motivating and constructive for children
- Be at the child's level of comprehension
- Not penalise children's attempts to expand their vocabulary
- Be written in handwriting that is legible and a model for the child
- Be frequent and regular

- Allow specific time for the children to read, reflect and respond to marking
- 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
- Give clear strategies for improvement linked to targets
- Involve children in the same process (whether oral or written), to ensure equity across subjects and abilities
- Provide information for the teacher on the success of the teaching
- Be consistently followed by teachers and TAs across the school in line with the Effective Marking and Feedback policy
- Use the agreed Marking Code (see Appendix 1) to correct errors that go beyond the learning objective
- Positively affect the child's progress.

Procedures and Non-Negotiable

Procedures

- Look for progress and success before areas to develop. Effective marking and feedback is supportive and positive for children.
- Link marking to the learning objective and success criteria. Refer to these when giving written and verbal feedback.
- Link marking to targets: individual Special Educational Needs and Disabilities – (SEND) groups, layered targets, etc. as appropriate.
- Acknowledge verbal comments and praise with the appropriate symbol from the code.
- Give positive public feedback for high achievement, as an illustration of completion of the learning objective and success criteria.
- Look for persistent errors and patterns of errors, rather than every error made: be selective and sensitive in marking. i.e. not every incorrect spelling will be highlighted, only words that an individual child should be reasonably expected to know. Ensure work is marked regularly and promptly after completion, to allow effective and immediate feedback to be given.

Non-Negotiable

- **Marking up-to-date at all times**
- **Intervention marking**

- **Purple marking**
 - **Children respond appropriately to teachers' comments**
 - **Teachers check children's responses**
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- The comments and questions written in response to children's learning has been found to be one of the quickest and most efficient ways to move the children on their learning. It allows children to understand and uplevel their responses immediately and therefore has most impact if the feedback is given during the lesson or at the beginning of the next lesson in a sequence of lessons.
 - Children should be given their target from the Big Writing lesson the day after the writing has taken place so that they can practice this target throughout the week.
 - All marking that moves the children on their learning or asks them to check their work should be written using purple pen. Any positive comments should be written in green.
 - When books are monitored, the marking should be up-to-date and all of the marking should have been responded to by the children.

Targets

- **Next steps to learning in reading, writing and numeracy to be known and used by children**
- **Children should be achieving a target every two/three weeks.**
- It is important that children know and understand their next steps targets in order to be able to progress in their work and continually strive to uplevel their work.
- Targets for writing should be taken from the Stage Descriptors on an A4 card that is slotted into the cover of the Learning Journey book and taken out whenever children are writing.
- Marking for Year 6 writing should take into account a gap analysis of common spelling, grammar and punctuation errors in addition to marking to the LO. These should all be flagged up to the children using a shared marking code. Codes should be written in the margin in purple and a wiggly purple underline indicates the word/part of the sentence in question. Children must then be given time to respond to this with the aim of reducing the list of codes the teacher must use as their writing progresses. Children will also use a post-it note target as described for Year 2.

- Marking for Year 2 should take into account a gap analysis of common spelling, grammar and punctuation errors in addition to marking to the LO. These should all be flagged up to the children using a post it note on which their target is written. This note moves from page to page as the children progress through the book and targets are updated on children's target sheets in the front of their books.
- Targets for numeracy should be taken from the Assertive Mentoring Gap Analysis Tracker, on A4 card slotted into the cover of the Numeracy book and taken out when numeracy is taking place.
- Reading targets should be written in the reading record.
- All targets should be dated when set and again when achieved.

Marking and Feedback Strategies

Quality Feedback Comments

Personalised quality feedback comments should be used daily in writing and numeracy to extend learning and must be differentiated appropriately.

When marking, staff may see a piece of work that requires clarification or is a good opportunity to extend that child's learning. Correct work or work that shows progress is noted in green. Work that shows achievement against the child's target should be underlined in green and noted in the margin.

Areas for development are noted in purple with a corresponding written prompt. A clear instruction or question should help the child in "closing the gap" between what they have achieved and what they could have achieved. This should be linked to the use of Bloom's Taxonomy Higher Order Thinking Skills.

Time is then given for the child respond to the written prompt, thus enabling them to 'close the gap' and improve their work further. Teachers will check the children's response; if it is correct it can be ticked, if it is not then the teacher may add an instruction or question or engage in verbal feedback with the child.

Verbal Feedback

This means the discussion of work and direct contact with the child. It is particularly appropriate with younger, less able or less confident children.

A discussion should be accompanied by a VF symbol in the child's book and a remark to serve as a permanent record for the child, teacher and parent. In

some cases it may be helpful to add a record of the time taken and context in which the work was done.

Success Criteria Checklists

Success Criteria checklists can be used in all subjects and may include columns for self/peer assessment and teacher assessment. These should be differentiated where appropriate.

Peer Marking

From KS1, children are encouraged to support each other and feedback on learning and achievement. Children should be given the opportunity to both peer assess and engage in partner responses. This is often linked to 'talk for learning partners'. Children should be trained to do this and ground rules set and displayed such as listening, confidentiality, etc. Children should first point out things they like then suggest ways to improve the piece but only against the learning objective or success criteria. The pairing of children should be based on ability and trust and at the teacher's discretion. Children could highlight evidence of success or write a comment(s) in another child's book in a coloured pencil, which is then initialed.

Appendix 1

Marking Codes

One piece of writing per day, either in Literacy or Creative Curriculum to be developmentally marked.

Marking to the LO: Assess whether the LO has been achieved

3 sided triangle - Met LO

2 sides of triangle - Partially met LO

I - Worked independently

C - Collaborative work with a partner or in a group, but without an adult

S - Worked with support

Marking to ensure progress:

Incorrect spelling should be underlined with a wavy line and sp written in the margin on the same line as the error, with the correct spelling

Grammatical and punctuation errors should be underlined with a straight line and some kind of prompt given in the margin (such as 'tense' or 'punc to end sentence') to enable the child to correct it themselves

VF - verbal feedback (this can go in the margin with a small note or question or instruction for the child, as a record of the discussion)

Marking to give next steps:

In the case of a two-sided triangle indicating partial success in meeting

LO: Give an instruction or question that will enable the child to meet or come closer to meeting the LO.

If the LO has been met: Give an instruction or question that will enable the child to:

- deepen their thinking on the topic
- achieve the challenge that was set
- build on what they have done
- a relevant instruction or question at the teacher's discretion