



**Wilberforce Primary**

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# **Marking and Feedback Policy – Numeracy**

Pending Ratification: November 2017

Next Review: September 2018

Headteacher: Mrs C Macfie

## **WILBERFORCE PRIMARY**

### **MARKING AND FEEDBACK POLICY – NUMERACY**

#### **Rationale and Principles**

**We believe that marking and feedback should be relevant, timely and constructive. It should focus on success and improvement, be used to inform future planning and target setting and enable children to make progress to meet end of year expectations and more.**

At Wilberforce Primary School, we aim to:

- provide consistency and continuity in marking throughout the school so that children have a clear understanding of learning expectations
- use the marking system as a tool for formative assessment
- improve standards by encouraging children to give of their best and enabling them to improve on every piece of work
- develop children's self-esteem through praise and valuing their achievements
- create a dialogue which will aid progression

Please read this policy in conjunction with our other policies:

- Teaching and Learning Policy
- SEND and Inclusion Policy
- EYFS Marking and Feedback Policy

#### **Principles of Effective Marking**

Effective marking should:

- Relate to learning objectives
- Be shared with children at the child's level of comprehension
- Be written in handwriting that is legible and a model for the child
- Be motivating - giving recognition and appropriate praise for achievement and improvement
- Give children opportunities to become aware of and reflect on their learning
- Allow specific time for the children to read, reflect and respond to marking
- Teach and encourage children to self and peer assess

- Involve all children in the same process (whether oral or written), to ensure equity across subjects and abilities
- Positively affect the child's progress
- Be frequent and regular
- Be manageable for staff
- Be consistently followed using the agreed Marking Code
- Involve all adults working with children in the classroom
- Provide information for the teacher on the success of the teaching
- Be used to inform future planning
- Encourage parents to look at their child's/children's books and add comments should they wish

## **Procedure**

- 1. Identify how the work has been completed**
- 2. Indicate success**
- 3. Indicate improvement**
- 4. Provide a Mastery Challenge**
- 5. Provide opportunities for reflection and improvement**
- 6. Check the improvement**

### **1. Identify how the work has been completed**

Note whether the child has completed the work independently (I), collaboratively with peers (C) or with teacher/teaching assistant support (S).

### **2. Indicate success**

Has the child met the Learning Objective?

Indicate whether the child has met the Learning Objective next to the LO in the margin using 3 ticks (met), 2 ticks (partially met) or 1 tick (not met.) Any child who does not meet the Learning Objective (and therefore gets one tick) MUST have some adult support in the next lesson. A 'star' should be used to indicate an exemplary example and where they have used mastery skills e.g. using alternative methods to solve/check a calculation independently.

### **3. Indicate improvement / steps to success**

What could the child have done to meet the Learning Objective?

Using a highlighter, indicate where the child needs to correct small errors. If the child has 2-3 solutions to correct, then a Mastery Challenge is not required. The child can be prompted to identify their own errors as well as make corrections. E.g. 'Can you explain where you went wrong here?'

When a child or group has not understood a concept, VF should be written in the

book and this should be addressed in the next lesson by the teacher. Teachers are not expected to explain strategies in children's books as this is better done verbally.

#### **4. Provide a Mastery Challenge**

If the child has understood the task and does not have corrections to make, a 'next step' can be given. This should deepen the children's learning based on that lesson's Learning Objective. E.g. Can you explain the rule? Can you check using inverse? Indicate this question with a highlighter [see Appendix 1 for examples].

#### **5. Provide opportunities for reflection and improvement**

Plan classroom time for the child to access your marking, look at where he/she has been successful and do what he/she needs to do to improve. This should take no longer than 10 minutes at the start of the lesson following the one in which the learning was completed. KS1 children should make their improvements using a pencil, KS2 children should use a green pen. All children should initial their improvements. If a child requires support when making their improvements this should be noted with a VF on the work by the adult giving the support.

#### **6. Check the improvement**

Check that the child has made the improvement. Acknowledge the improvement, and thus progress, with a tick using blue/black pen. If a child has not made sufficient improvement address this with verbal feedback.

#### **Marking**

All work should be marked by the class teacher/teaching assistant. Any work marked by anyone else must be initialled by them.

Marking should be written in blue/black ink.

#### **Spelling**

Unless spelling is the focus of the lesson, a teacher should correct no more than 3 spelling mistakes in any piece of work. These should be high frequency words or specific technical vocabulary in the first instance. These mistakes should be underlined with a wiggly line. Teachers must provide opportunities for children to be able to act upon their spelling mistakes. For example, children may copy words into their spelling book, use Look, Cover, Write, Check etc. If children are unclear about the spelling of a word they should put a dotted line under the word and use a dictionary to find and self-correct it.

#### **Success criteria Checklist**

Success Criteria checklists can be used in all subjects and may include columns for self-assessment (SA) and teacher assessment (TA). These should be differentiated appropriately.

Success criteria/Learning Objective	SA	TA
Criteria 1:		
Criteria 2:		
Criteria 3:		
Criteria 4:		

### Self-assessment

Children should self-assess against the Learning Objective or the success criteria wherever possible using the grid above. This should be placed at the top of the piece of work. Children should use traffic light colours to indicate their level of achievement against each of the success criteria using the following code:

- Red; 'I'm not sure about this at all.'
- Yellow; 'I think I've got it but I'm not sure.'
- Green; 'I feel confident that I have met the success criteria.'

Teachers may respond to this with 'I agree' or 'I think you need more help.'

Children can also be encouraged to reflect on their learning and progress in more detail when it is appropriate such as at the end of a topic. E.g. 'Explain what you have learnt about dividing by 10', or when they have overcome misconceptions – 'explain what you have learnt from yesterday'.

### Peer-assessment

Peer-assessment will be carried out at the teacher's discretion. Children could be asked to look for evidence linked to the success criteria in their partner's work or asked to check a partner's work using inverse' This evidence would be noted by the children using pencil and initialled.

### Monitoring

Marking and feedback will be monitored by SLT as per the Monitoring Schedule.

## Appendix 1

### **Marking Codes**

#### **Indicating success against the LO:**

3 ticks – met LO

2 ticks - partially met LO

1 tick – not met LO

I - Worked independently

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

S - Worked with support

#### **In addition:**

Up to 3 spelling mistakes – underlined with a wavy line

VF – Verbal Feedback

Exemplary learning – star

Use of mastery skills – star