

**ST. WILFRID'S CHURCH OF
ENGLAND PRIMARY SCHOOL**

Marking and Feedback Policy

THE SCHOOL MISSION STATEMENT

Love God, Love each other, Love learning

St Wilfrid's CE Primary School

Marking and Feedback Policy

The feedback and marking policy is a working document which generates and informs good practice within our school. It is also a means of promoting learning. Throughout the school practice is consistent and in line with the overall policy on Assessment, Recording and Reporting.

At St Wilfrid's CE Primary School we believe that all aspects of feedback and marking should provide constructive learning opportunities for every child; focusing on success and improvement needs against learning intentions; enabling children to become reflective learners and helping them to close the gap between current and aspirational performance. In this way we hope to enable every child to achieve their full potential.

Policy Principles

Marking and feedback should:

- Relate to learning intentions and success criteria, which must be shared with children.
- Include and involve **all adults** working with children in the classroom.
- Give children continuous opportunities to become aware of and reflect upon their learning needs.
- Give recognition and appropriate praise for achievement.
- Give clear strategies for improvement.
- Inform future planning and individual target setting.
- Be consistent throughout the school, with set codes and strategies in place.
- Be underpinned by the confidence that every child can improve.
- Be seen by children and adults as a positive means to improving their learning.

Policy aims

We recognise that marking and feedback are crucial to the assessment process and if done effectively can enable children to become independent and confident to take the next learning step.

To ensure that marking and feedback are effective and empower the learner we aim to:

- Establish opportunities for prompt and regular written or spoken dialogue with children as part of our daily routine.
- Ensure that both adults and children are clear about the learning intentions of a task and the criteria for success.
- Ensure that children have opportunities to comment on and evaluate their work before handing it in or discussing it with adults.
- Ensure children are praised when they focus their comments on the learning intention for the task.
- Ensure that adults provide constructive suggestions about the ways in which the child might improve his/her work linked to the learning intentions.
- Ensure that adults recognise next steps with the child and follow up the agreed targets to see how much progress has been made.
- Ensure that adults are selective in the aspects they choose to comment on.
- Ensure that adults recognise effort as well as quality, not in a vague or generalised way, but linking effort to specific skills or understanding.
- Ensure that teachers use the information gained through marking together with other information to adjust future teaching plans.
- Provide children with time to act on the feedback they are given.

Strategies

We recognise that many strategies need to be used on a daily basis to enable adults to move children on in their learning. At St Wilfrid's CE Primary School we have decided to use a combination of marking strategies to enhance our teaching to impact on pupil learning.

Summative marking: This is a snapshot judgment on the standard of a piece of work. This method is often used at the end of a unit of work or through a test. It is only valuable if the information is used diagnostically. Information should be used to inform the whole school tracking process.

Formative feedback/marking: This can be either verbal or written, but should always be focused firstly upon the learning intention and secondly on other features. For this to be successful children need to understand both the learning intention and the success criteria. This enables the child to know what the teacher will be looking for in the finished piece of work.

Verbal Feedback :-

Verbal feedback is potentially the most effective form of feedback. The language of the classroom has an enormous impact on the children, and should create an ethos where speaking freely about learning is positive. Verbal feedback needs to be focused around the learning intention. Feedback can be given at an individual, group or whole class level. Verbal feedback can also provide effective opportunities for the reinforcement of written feedback – eg two stars and a wish.

Distance Marking:-

Marking should be positive, clear and appropriate in its purpose – it needs to offer constructive feedback linked to the learning intention. The outcomes need to inform planning, teaching and learning. Children need to be able to be able to read, understand and respond to comments.

Acknowledgement Marking:-

This is a courtesy look at the work, and may include a **VF (verbal feedback) and an initial**. It implies that some dialogue took place during the lesson, which will have had impact on the child's learning. The acknowledgement simply informs others that the work has been dealt with verbally, in a group or whole-class setting.

Quality Marking

It is important to recognise that marking can take place on many different levels; completion of work can be acknowledged or can be given detailed attention. This will depend upon the nature of the activity completed. Not all pieces of work can be **Quality Marked** and it is the responsibility of the teacher to ensure that their marking structure within their classroom is focused and is able to move children on. The emphasis of the marking should be on both success and improvement needs against the learning intention.

Strategies for quality marking

1. **“Two stars and a wish” – pupils are given two “stars” for things they have done well (assessed against the learning intention) and one “wish” for something they need to improve. This can be written at the end of a piece of work, in summary, or in the margin.**
2. **Marking directly against itemised success criteria – eg Marking Ladders.**
3. **Highlight: ‘tickled pink’ in the margin between one and three places where the child has written the best aspects against the learning intention.**
Highlight: ‘green for growth’ in the margin will indicate areas where some improvement can be made and for the children to go and act upon advice given.

An arrow: will lead from the green for growth to the nearest space and a 'closing the gap' comment will help the child to close the gap between what they have achieved and what they could have achieved. Such closing the gap comments fall into three prompt categories:

PROMPTS:

A reminder prompt: This simply reminds the child of what could be improved: 'What else could you say here?'

A scaffolded prompt: This prompt provides some support: 'What was the dog's tail doing?', 'describe the expression on the dog's face'

An example prompt: This prompt gives the child a choice of actual words or phrases: 'Choose one of these or your own: He is a good friend because he never says unkind things/ My friend is a friend because he is always kind to me.'

Prompts only may be more suitable strategies for marking some pieces of work.

Marking secretarial features: Avoid marking secretarial elements, presentation etc unless this is the learning intention. Discussion as to these elements can take place on one to one feedback sessions.

Closed task marking: This is associated with tasks such as class spellings and tables tests which require a *tick, cross, arrow etc.* Wherever possible, children will self-mark these activities or work will be marked as a class or in groups.

Self – and paired marking:-

Children should be involved in the analysis and constructive criticism of their own work where appropriate, and should be encouraged to use self-evaluation whilst they are working. Reflection, modification and improvement become a natural part of the process of learning.

Marking and Feedback in Reception

Most feedback for reception will be given verbally as this is the most effective and relevant form of feedback for children of this age. This should be indicated by the initials **VF** and dated. Any other comments made on the children's work should be done in pencil, dated and initialled.

Organisation and Practice

At St Wilfrid's CE Primary School we have agreed to:

- ***Ensure that children are always provided with success criteria, which is related to the learning intention, so that they are clear about expectations.***
- ***Use a variety of marking and feedback strategies to develop self-evaluation.***
- ***Continuously model good practice in marking to children as part of our daily teaching to help them to develop an ability to evaluate their own work and that of others.***
- ***Provide verbal feedback whenever class discussion takes place.***
- ***Provide effective feedback to children about their work, recognising this will take many forms, depending on the nature of the task and the time available.***
- ***Complete distance marking which is accessible to children and manageable for teachers.***
- ***Create a system of codes which can be used as part of the marking process and which is consistent throughout school.***
- ***Ensure that children are given time to read and make focused improvements based on adult prompts and suggestions. We recognise that in order for marking to be formative the information must be used and acted upon by the children.***

When marking, teachers at St Wilfrid's CE Primary School will:

- **Use a contrasting colour pen.**
- **Ensure success and growth areas are highlighted.**
- **Ensure that English and Mathematics are marked on a daily basis.**
- **Ensure that Science is marked on a weekly basis.**
- **Ensure that feedback in foundation subjects is given regularly.**
- **Ensure that verbal feedback is an integral part of daily teaching.**
- **Ensure that time is given to look at work that has been marked.**

As this policy is still developmental it is likely that it will change during the period of its development.

Related documentation:

Learning and Teaching Policy.

Assessment Policy.

Special Educational Needs Policy.

Able, gifted and talented Policy

All subject policies.

Medium and short term planning.

Parents

It is important that parents are aware of how the marking system works. Parents could be encouraged to help their child self- mark homework activities. This Marking and feedback Policy will be published on the school website.

Monitoring

It is important that the marking policy is applied consistently throughout the school and in all subject areas. An oversight of marking will be gained through work scrutiny and book sampling by headteacher and subject leaders. Outcomes of marking should be evident in lesson planning evaluation and in planning next steps.

Issues to address and develop throughout the year

Planning – evaluate present short term planning focusing on clarity of learning intentions and success criteria.

Learning Intentions – How important are they? How and when are they shared with children? Are they related to a success criteria? How can we ensure that there is a whole school approach to sharing intentions?

Pupil self-evaluation – How can we encourage children to consider what is happening when they are learning? How can we ensure that children are confident enough to identify areas needed for development? When can we get children to self-evaluate?

Feedback – How can we ensure that children are given effective feedback? How can we ensure that children are given the chance to reflect upon their learning and make the next steps?

Target setting – How can setting targets help? How can we make target setting manageable and have meaning?

Questioning – How can we develop effective questioning techniques? How can we differentiate our questions?

CODES:

VF Verbal feedback ~ initialled

Spelling ~ underline the correction (max. 3)
write correct spelling at the bottom of the work if appropriate

p punctuation – circle error/omission

^ omitted words

└ new line / paragraph

* use where appropriate

Ⓟ Peer marking has taken place (KS1)

review date ~
June 2017