

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

Feedback and Marking Policy



Our Christian Vision:

Our distinctive Christian vision is to follow Jesus' teaching, enabling all members of the school family to live and love fully. We aim for everything we do to be clearly reflected in our mission statement: **Love God, Love each other, Love learning.**

Let all that you do be done in love (1 Cor 16:14)

St Wilfrid's CE Primary School Feedback and Marking Policy

The feedback and marking policy is a working document which generates and informs consistently high quality practice within our school. It is also a means of promoting learning and reducing unnecessary workload for teachers and other adults, in line with our Christian vision.

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

Effective feedback and marking should enable **pupils** to know what they are doing well and what they need to do to improve. It should offer **teachers** opportunities to offer high quality feedback and decide what the next steps will be (for the individual or class.)

Feedback and Marking should:

1. Be proportionate, and further children's progression through the curriculum through:
 - *Including and involving **all adults** working with children in the classroom.*
 - *Giving children continuous opportunities to become aware of and reflect upon their learning needs.*
 - *Giving recognition and appropriate praise for achievement.*
 - *Giving clear and precise strategies for improvement.*
 - *Informing future planning and individual target setting*
2. Be underpinned by the confidence that every child can improve.
3. Be seen by children and adults as a positive means to improving their learning.
4. Look different in some subjects/year groups compared with others.

Feedback and Marking should not:

1. Be unmanageable and disproportionately labour intensive.
2. Involve extensive written and "deep marking" .
3. Contain written comments which children are unable or unlikely to read /respond to. (The "next step" is usually the next lesson.)
4. Be considered as evidence of good teaching and learning (e.g by external monitoring, parents etc)

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.

Approaches

At St Wilfrid's CE Primary School, we recognise that many strategies need to be used on a daily basis to enable adults to move children on in their learning. It is up to individual adults to adopt the most appropriate approach for the learning activity and we regularly discuss the effectiveness of feedback and marking strategies to enhance our teaching and 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. Examples include:

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.

Self/Peer Marking – As part of our embedded *Assessment for Learning* approach, children are taught to reflect and comment constructively on their own and others' work. Clear guidelines (eg success criteria/marketing ladders) and time will be provided to help them do this. Reflection, modification and improvement become a natural part of the process of learning.

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. Written comments are only sometimes appropriate and children need to be able to read, understand and respond to them. It might be appropriate to follow up with a “class question” (CQ) to address common misconceptions or next steps.

Acknowledgement Marking:-

This is a courtesy look at the work, and could include a **V** (*verbal feedback*) and/or an initial. It suggests that some dialogue took place during the lesson, which will have had impact on the child's learning. It is a reminder to the pupil/teacher that the work has been dealt with verbally, in a group or whole-class setting.

Deeper 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 more detailed attention. This will depend upon the nature of the activity completed. It is the responsibility of the teacher to ensure that their marking structure within their classroom is focused and is primarily centres around moving children on.

Marking secretarial features: It is not always appropriate to comment on presentation, layout etc. especially if this will distract from the learning intention. Additional discussion about 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.

Marking and Feedback in Reception

Feedback for reception will generally be given verbally as this is the most effective and relevant form of feedback for children of this age. If appropriate, this could be indicated by the initials **VF** and dated.

Organisation and Practice

At St Wilfrid's CE Primary School we will:

- ***Ensure that children always have clear 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 feedback/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 precise 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 the children understand and can be used as part of the feedback process***
- ***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.***

Related documentation:

Learning and Teaching Policy.

Assessment Policy.

Presentation 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 the principles and aims of or policy on feedback and marking. 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 there is a consistently high quality of feedback across school. The children's ability to explain how well they are doing and what they need to do to improve will be the focus of monitoring exercises. Outcomes of marking should be evident in lesson planning evaluation and in planning for next steps.

Marking Codes

Children are taught a variety of codes to help them reflect and respond to their work, providing quick visual reminders. These will vary in different year groups depending on the needs of the class.

The following codes are **examples** of approaches:

V F Verbal feedback ~ initialed

CQ (class question) - An indicator that there will be a related follow-up in class

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

p punctuation – circle error/omission

^ omitted words

└ or // new line / paragraph

* use where appropriate

Ⓟ Peer marking has taken place (KS1)

WAGOLL What A Good Que Looks Like

↑ Beyond expectation

→ At expectation

⓪ Below expectation