



Wroxton Primary School

Marking and Feedback Policy

Principles:

Our Marking and Feedback Policy is based on the principles that: At Wroxton marking must have an impact. It should praise, give guidance, consolidation and challenge. Marking at Wroxton is seen as continuous formative assessment that can:-

- a) Intervene to support
- b) Intervene to consolidate
- c) Intervene to accelerate
- d) Intervene to challenge

In this way, children are not doing work which is too hard for them or too easy. Marking can therefore shape future lessons and activities, informing both teacher / TA and child at the point of learning.

Who is involved:

Leadership Team / Subject Leaders/ SENCO: monitoring, evaluation and inset

Partnership Teachers: modelling good practice

Class Teachers: giving a range of feedback in a variety of forms

Pupils: self-assessment and marking, peer assessment and marking and improving their own work

Learning Support Staff: marking in line with the Learning Intention, commenting on assistance given

Supply Teachers and Trainee Teachers are required to follow the policy

Guidance for marking by teachers:

Marking and constructive feedback from teachers and pupils are effective, when it is frequent and of a consistently high quality, leading to high levels of engagement and interest.

Planning to Intervene

Next steps / intervention marking cannot work in isolation. At Wroxton it is part of a well-planned lesson. Flexibility is a must. Children should not be in fixed groups but grouped based on assessment of learning. At Wroxton tailored learning opportunities through planned differentiation aids to support learning and to readily challenge.

Intervene to Support

Aids should be available in every classroom. Intervention next steps comments may include things like use counters, numicon, number lines, dictionaries etc. It may be look at the example I have shown you to scaffold learning.

Intervene to Consolidate

At Wroxton this is not about doing another 10 questions, it is aimed at giving the children a few examples to consolidate before moving on. The examples are therefore tailored to the mistakes children had made.

Intervene to Accelerate

At Wroxton lessons are properly differentiated. Activities will be tiered to offer a range of appropriate levels of difficulty tasks. Tasks should always be available to challenge the more able when necessary.

Intervene to Challenge

At Wroxton intervening to challenge is about fine tuning the learning around the child. It is about ensuring children put their learning into practice.

Remember that:

- marking is most effective in the presence of the child
- children should be given time to read/reflect on/respond to marking
- effort should be acknowledged alongside achievement
- Marking should be relative to age and stage of development of the child
- Some children will need supporting to respond
- Children need to be taught how to respond through teacher demonstration

Marking and feedback by teachers should take some of the following forms, as appropriate to the work:

- marking should be related directly to the learning intention / success criteria and / or also be related to next steps targets
- Teachers use symbols that are understood by the class they are working with. These symbols should be shared with the children and displayed in the classroom.
- the use of **green** highlighter to promote positive aspects and **pink** highlighter to draw attention to errors or areas for development within a piece of work
- the use of pink pen to write comments and children's responses in green
- positive comments and guidance to pupils to moving their learning forward
- pose an open question (Green Pen Questions) to move the learning forward.
- a correct example given by teacher
- an instruction to do some corrections
- verbal feedback to be acknowledged in books
- use of continuous oral feedback
- use of the visualiser and mini plenaries to model and share good examples
- asking children to check their work again referring to success criteria (with time given to do so.) Success criteria should be displayed clearly for access to the children
- drawing attention to how children have moved on
- LSAs working with groups should mark their work
- teachers must plan in time for conferencing with pupils

Notes:

Teachers' handwriting needs to be legible as a model for the child and in a contrasting colour to the child's work.

Not every incorrect spelling should be corrected by the teacher, but persistent errors should be commented on and age / ability appropriate errors. These should be incorporated into the planning, handwriting and personalised homework. The same applies to punctuation.

Guidance for Peer / Self-Assessment:

Peer and self-assessment have a key role to play in marking and feedback. They empower children to take control of their learning.

In line with Assessment For Learning strategies, within most lessons children should have opportunities to assess their progress (or that of others) against agreed success criteria. There must be clear modelling and training of children in how to peer and self-assess meaningfully, and that time is planned into lessons to make improvements.

Peer Assessment should be two children working together. One book should be on top of the other. The ownership should **always** belong to the child whose book/work it is. That

child should read, if appropriate, and / or explain their work to their peer. Suggestions for improvement should be completed by the owner of the work in green. Both children should write their names.

Self-assessment should always be completed in green. Children should be clear about the success criteria in order to enable them to self-assess effectively. Success criteria works best when steps for learning are devised with the children.

Expectations

All pieces of work in books should be acknowledged in line with the approaches listed above: ie either through teacher marking, peer marking or self-assessment.

Detailed marking:

- For Literacy and Maths, there should be a fair balance of teacher and child marking (see below).
- Teachers should also be conscious of checking the quality of peer and self-assessments made by children
- For Literacy and Maths, there should be evidence of detailed teacher marking **when a teacher has worked with a group or individuals.**
- For foundation subjects there should be evidence in Topic Books of teacher, peer and self-assessment. Comments written in the topic books by the teacher or pupils should reflect how children were successful in achieving the success criteria. Children should be given opportunities to feedback their comments about other children's work in the topic books throughout the year.
- Child should have at least one piece of work marked in detail once every week at least, one piece of self and one piece of peer assessment in their books in maths and literacy. Where relevant there should be evidence of a range of marking strategies in topic work. This can include annotated photos.
- Extended writing should be marked in accordance with the Literacy Policy.
- Cover/Supply teachers need to mark and initial all work in relation to the success criteria of the lesson. This will be made explicit in supply teacher information and to cover supervisors.

Relevant elements of detailed marking will be introduced during Reception, in preparation for KS1, although it is expected that children will be given more oral feedback at this stage. Teachers

and TAs will be expected to write next steps on annotated photos and pieces of work which should then be put into Learning Journals and should be evidenced in planning.

Alternative Ways of Sharing/Celebrating a Child's Success

- openings of lessons – show a piece of work using the visualizer and highlight why it is a good example
- mini-plenaries eg Why is this good? (Refer to success criteria)
- plenaries and use of visualiser
- Year Group Assemblies
- Achievement Awards
- Display

Monitoring:

Marking and feedback will be monitored by senior management, through taking in samples of books and through lesson observations.

This policy will be reviewed throughout 2015/16 in relation to on-going action research and the Teaching and Learning Policy.



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Marking and Feedback Policy Marking Key

<u>Sp</u>	Spellings should be altered at the discretion of the teacher (i.e. It may be the key words / high frequency words that are changed or words specific to the task.)
//	Indicates a new paragraph is needed
Pink	Highlighter for errors and pink pen for teacher comments
Green	Highlighter to show success and green pen for children's corrections
^	Missing letter, word, punctuation
Aa	Capital letter
VF	Verbal Feedback
AS	Adult support please put your initials
I	Independent work
PA	Peer Assessed – PA to be followed by children's initials / name
ST	Supply Teacher
CS	Cover Supervisor
TA	Teaching Assistant



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Marking and Feedback Policy Marking Key for children

<u>Sp</u>	Check your spellings please
//	You need to put a paragraph in this place
Pink	Respond to the pink pen comment or correct the highlighted mistakes
Green	Please respond to the pink comments in green pen. Green highlight shows where you have worked well.
^	Check for what is missing.
Aa	You need to put a capital letter in here
VF	An adult talked to you about your work
AS	An adult worked with you on this
I	You worked independently
PA	A friend helped you assess your work
ST	A supply teacher marked your work
CS	A cover supervisor marked your work
TA	Teaching Assistant

