

North Wingfield Primary School

Feedback and Marking Policy – March 2018 edition



Introduction:

At North Wingfield Primary School, we believe that marking and whole class quality feedback is an essential part of planning, assessment, learning and teaching. Responding to pupils' work through constructive comment acknowledges achievement promotes positive attitudes and behaviour and leads to an improvement in standards.

Aims:

For the children:

- ✍ Provide praise and encouragement to value work and raise self esteem
- ✍ Ensure a consistent approach to marking throughout the school
- ✍ Provide constructive feedback and clear strategies for improving learning and moving the pupils on
- ✍ Promote continuous and focused communication with the pupil
- ✍ Ensure marking is regular, frequent and of a high standard
- ✍ To provide next steps for learning
- ✍ To promote higher standards
- ✍ To allow pupils to reflect on their past performances

For the staff:

- ✍ To provide information for assessment and inform planning
- ✍ To assess a pupil's performance against stated learning objectives
- ✍ To inform next steps

Key principles for marking:

- ✍ All work, should be marked in accordance with this policy.
- ✍ It is the aim that **all** work will be marked by no later than the beginning of the next lesson.
- ✍ The marking symbols are prominently displayed in each classroom for pupils' quick reference.
- ✍ Each time 'marked' work is returned the children listen and respond to the whole class marking key points and respond accordingly.
- ✍ Provide children with verbal feedback regularly within each session.
- ✍ Learning intentions are marked using a yellow, green or purple highlighter so that the child knows to what degree it has been achieved (yellow = almost, green = met, purple = exceeded).
- ✍ The teacher will use green and yellow highlighters to highlight examples of work that meets to learning intention or that needs further improvement (green-good, yellow-improve). The yellow highlighting will refer directly to the pupil's next step which should be written underneath the piece of work.

- ✍ Pupils are provided with opportunities to assess their own work (self assessment) and that of others (peer assessment).
- ✍ Pupil's work shows evidence that they have responded to the marking. Where there is evidence children have acted upon marked work and made improvements, tick and initial. Pupils will independently edit their own work in purple pen. If the teacher has guided them to edit or improve it, they must use green pen. This allows the teacher to see what the pupil can do on their own.
- ✍ Errors in spelling or 'technical' vocabulary, punctuation and grammar will always be corrected in any curriculum area (i.e. in science words such as evaporate, condensation etc.).

Learning ladders (success criteria)

Its principle purpose is:

- Highlight the learning intention within a context
 - Highlight for the pupils, the steps to success through the success criteria
 - Provide children with next steps if they have confidently achieved their challenge
- ✍ The children must be reminded to refer to the learning ladders throughout their learning. Whilst working independently they must self assess their work against the success criteria.

When marking pupil's work teachers should:

- ✍ Staff must use the whole class feedback form or marking genre sheets.
- ✍ Make feedback accessible to the learner – written comments must be readable and in agreed cursive script.
- ✍ Picture prompts or stamps can be used to make feedback more accessible for younger learners or learners with SEN.

Use black for marking

Professional Judgement:

Corrections should support the pupil's learning and it should be remembered that too many can overwhelm and demoralise the pupil. The ability of the individual pupil and the effort that they have put into a piece of work will always need to be taken into account when marking. Teachers must use their professional judgement when deciding how many corrections to make.

Marking is for the direct benefit of pupils and improvement in their work. Marking is, therefore, undertaken by the teacher to inform the pupil of the progress they are making and targets they need to work towards.

Children should:

- ✍ Check and self correct their work against the success criteria.
- ✍ Correct a friend's work or ask a friend to check theirs (Use talk partners) against the success criteria-marking ladder.

Mathematics

- ✍ Correct work should be ticked.
- ✍ Mistakes should be identified by using a yellow highlighter accompanied by a comment, no crosses should be used.

- ✎ Reversed digits will always be corrected.
- ✎ Place value mistakes will always be corrected.
- ✎ Errors in spelling or 'technical' vocabulary will always be corrected (i.e. protractor, subtraction etc.).
- ✎ Correct nomination of units should be emphasised (i.e. 21cm/100ml/34kg etc.).
- ✎ If a child has misunderstood a concept then a written example should be given.

Writing

- ✎ Any piece of writing, regardless of its curriculum source should **always** provide children with a next step, setting targets to correct, consolidate or extend learning.

Presentation

- ✎ Pupils will write using pencil, pen should be used at the teachers' discretion (once a child has earned their 'pen licence').
- ✎ Pencil will be used in mathematics.
- ✎ The pupils will use purple pen to edit their own work and green pen to edit their work when directed to do so by the teacher.
- ✎ Pupils write the date on the top line (if the date is not already on their learning ladder).
- ✎ Each piece of work needs a learning ladder sticking in the top left hand corner of the page (unless assessed writing or SATs practice).
- ✎ Line guides should be used when writing on plain paper.
- ✎ Children must not write or draw in the margins or on the covers of their books. (Apart from numbers).

Marking

Each piece of work will be marked against the success criteria. Each learning ladder includes a Learning Intention and Success Criteria (SC). At the side of the SC there is space to add your ✓, /,

TAs can provide children with verbal feedback. They are not expected to provide written comments on work unless it is appropriate to do so. HLTA's are expected to mark all work which they have taught whilst covering a class using the whole class marking table.

 LI:			<i>Context:</i>	
<i>Marking Criteria:</i>	✓ - <i>Achieved</i>	/ - <i>Partially met</i>	• - <i>Not yet met</i>	<i>Subject:</i>
<i>Success Criteria</i>				
				

Rewards

- Stickers
- Individual class certificates
- Dojo messages home
- Dojo points
- Superstar assembly certificates

Monitoring

We will ensure that these guidelines are being used consistently throughout the school by sampling marked work. This will be carried out by the HT and AHT and subject leaders when carrying out monitoring activities. Feedback on the implementation of the policy will be given during staff meetings or with individual members of staff.

EYFS – Nursery - Reception	
Code	Meaning
CI	Child Initiated
AL	Adult Lead

Additional Codes	
Code	Meaning
I	Independent
OA	Other Adult (Volunteer)
T.A.	Teaching Assistant Support
WS	With Support
VF	Verbal Feedback (used rarely)
✓✓	Really good example of work
C	Missing/misplaced capital letter
G	Grammatical error
P	Punctuation error
//	New Paragraph
?	Not clear
WW	Wrong word e.g. being/been
^	Missing word

Date:

Whole Class Feedback Sheet



Learning Intentions

Work to Praise and Share

Target Group

None Negotiables

Misconceptions/Basic Skills

Next lesson notes/Next steps

EXAMPLE

Whole Class Feedback Sheet	
Learning Intentions	
To be able to multiply numbers. Context: Short Multiplication	
Success Criteria	
<p>I can set out a number sentence as a column multiplication.</p> <p>I know to start with the units.</p> <p>I know that when you get an answer 10 or more, carry the left digit to the next column.</p> <p>I can identify the missing numbers by using my knowledge of short multiplication.</p> <p>I can solve number problems by using short multiplication.</p>	
Work to Praise and Share	Target Group
JB, BC, DE, RP	AB,BC,DE,FG
None Negotiables	Misconceptions/Basic Skills
Improved – AB,BC,XZ,ZE Work on number formation ZY, RN, AB,	
Next lesson notes/Next steps	
<p>Red and green group really grasped multiplying</p> <p>Blue and Orange group – start lesson with Teacher.....</p>	