

Marking and Feedback Policy

Intent

When providing feedback and marking of children's work, the teachers of Worsthorne Primary aim to give positive reinforcement, encouragement and facilitate further learning for all children by identifying their next steps and providing challenge.

The basic principle of our policy is that marking and especially feedback to pupils should be both meaningful and manageable.

Our other key principles are:

- The sole focus of feedback and marking should be to further children's learning.
- Evidence of feedback and marking is incidental to the process.
- Written comments should only be used where they are accessible to pupils according to age and ability.
- Feedback delivered closest to the point of action is most effective, and as such feedback delivered in lessons is more effective than comments provided at a later date.
- Feedback is provided both to teachers and pupils as part of assessment processes in the classroom, and takes many forms other than written comments (mini plenaries/using visualiser)
- Feedback is a part of the school's wider assessment process which aims to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress.
- All pupils' work should be reviewed by teachers at the earliest appropriate opportunity so that it might impact on future learning. When work is reviewed, it should be acknowledged in books before the next learning takes place.
- All work in books should be acknowledged by the class teacher in some form (see codes).

Alongside the above we understand for effective feedback to take place the following must occur:

Children must understand what they are learning:

How this is achieved:

- The learning objective is shared at the point where is best for the children.
- The children know how their successes can be measured through the use of success criteria.

Children are given opportunities to compare their work with the learning objective:

How this is achieved:

- Children can articulate to peers and teachers their understanding of the task and how it links with the learning objective.

- Mini plenaries and use of visualiser in KS2 to enable children to analyse examples for success or improvement and further opportunities to magpie ideas.

Children are given opportunities to improve:

How this is achieved:

- A range of feedback prompts children to edit and improve in purple pen.
- Reviewing and improvement is ongoing through self and peer assessment.
- Time is given for children to respond to feedback prompts as soon as possible during or after the lesson.

Implement

Marking in practice

It has been agreed by all members of teaching staff that the following marking and feedback procedures be followed.

1. All work is to be marked prior to children working in their books again.
2. If possible, it is preferable that work is marked in the presence of the child.
3. We use Green pens which are provided by the school for teacher marking.
4. Children use 'Purple Polishing Pens' for responding to marking and feedback.

KS1

- To acknowledge completion of tasks, e.g. smiley faces, ticks, positive words;
- Verbal feedback, which should be recorded as 'VF' in the child's book followed by a brief description of the feedback or codes to identify what has been discussed eg. CL for capital letters.
- Immediate feedback will be given and changes made with 'Purple polishing pen'.
- Highlighting the objective in green if achieved (sometimes the objective may be partially highlighted).

In KS1 prompts will be in the form of visual aids (see below).

KS2

Marking in KS2 provides children with more detailed feedback, clearly showing them how to make improvements to their work. In order for it to work effectively, the learning objective and success criteria must have been made clear to the children within the lesson. Green highlighters are used to show the children what they have done well.

1. **Green for Good** - choose up to three places to highlight in green, which show where the child has achieved well against the learning objective and success criteria.
2. An 'improvement prompt' is made at the bottom of the child's work. This prompt should enable the child to make an improvement or try out a next step. There are three different types of improvement prompt:
 - **Reminder prompt**, which simply reminds the child of what could be improved, e.g. 'What else could you say / do here?'
 - **Scaffolded prompt**, which provides more support, e.g. 'Can you include an adjective here?'

- **Example prompt**, which gives the child examples of actual words or phrases from which to choose.

We expect our pupils to be given time to respond to their teacher's prompts and make the suggested improvements as soon as possible in purple pen.

Feedback in Practice



It is vital that teachers evaluate the work that children undertake in lessons, and use information obtained from this to allow them to adjust their teaching. Feedback occurs at one of these three common stages in the learning process:

- **Immediate feedback** – at the point of teaching e.g. Verbally one to one, Use of visualiser, mini plenaries, group work.
- **Summary feedback** – at the end of a lesson/task, beginning of the next lesson (This can include child led feedback –peer and self)
- **Review feedback** – away from the point of teaching including written comments and use of marking codes.

As a school we feel feedback closest to the point of teaching and learning is likely to be most effective in driving further improvement and learning, especially for younger pupils. We place considerable emphasis on the provision of immediate feedback.

Where feedback is based on review of work completed, the focus will often be on providing feedback for the teacher to further adapt teaching.

Marking Codes

✓	Teacher acknowledgement of work or answer is correct.
✓✓	Fantastic work etc.
	Next steps e.g. Do... or Think about... or Try...
●	Answer is incorrect e.g. a calculation in maths.
VF	Verbal feedback – Word or short phrase to identify what has been discussed.
MA	Work is marked alongside the child.
I or S	Independent or Supported Work (May be used depending on the age and ability of the child)
CL	Capital letters
FS	Full stops
Aa	Letter Formation
	Finger Space
	Spelling error (written above the word and correct spelling written out)

Sp	below the work)
CR	Concrete resources used in mathematics
CI/AL	Child initiated/ Adult led (For use in EYFS)

Organisation

At Worsthorne Primary we have agreed:

- All work will be marked using one of the strategies described above.
- Quality Marking will take place during the writing phase of an English unit and at other times when needed.
- Marking will be used in **mathematics** but we recognise that other ways of moving the children's learning forward may be more appropriate within a lesson, e.g.
 - Identifying a misconception within the lesson and drawing together a group or an individual for adult support;
 - making notes on planning about which children need support/challenge in the next lesson and ensuring it happens;

The minimum requirement is that the Learning Objective is highlighted with green if achieved.

- **Reading Journals** are marked using 'Light Marking' strategies.
- Up to five **spellings** can be corrected in each piece of work. They should be topic words, spelling patterns that have been taught or Common Exception words. Display or final draft work should be correct, or at the stage of 'phonetically plausible' which the teacher would expect for the child. These must then be written out below the piece of work three times by the child before starting the next lessons work.
- **Sketch Books** are not to be annotated with teachers' marking of any kind. Notes about how children have achieved in art should be made on the teachers' planning.
- Children in all classes should be given regular opportunities to evaluate their own work and learning, and that of their peers.
- Adults who are writing in children's books must use a clear, legible style of handwriting, in line with our Handwriting Policy.

Impact

It is important that this Feedback and Marking Policy is applied consistently throughout the school and in all subject areas. Application of the policy and its impact on learning will be checked each term through book sampling by head teacher, senior leadership team and subject leaders, and by sharing good practice in staff meetings.

Date of Policy	April 2021
Person Responsible	Sarah Nicholls
To be reviewed	Annually
Review Date	April 2022

DRAFT