

★ For every child, a chance to shine ★

FEEDBACK and MARKING POLICY

Introduction

At Whaley Bridge Primary School, the marking of children's work is seen as an essential part of our continuous assessment process, making sure children are both challenged and supported in their learning. High quality feedback is integral to ensuring children make progress over time. This Feedback and Marking Policy will be used in conjunction with our Assessment Policy.

Aims

Our Feedback and Marking Policy aims to ensure that all feedback (verbal and written) and marking is consistent and meaningful, helps all children make progress, encourages them to strive for high achievement and builds their self-esteem by:

- Valuing their work and providing an audience for it
- Highlighting and celebrating their successes
- Giving them with a clear understanding of what they have achieved
- Providing next steps to support, reinforce, revise or extend their learning
- Linking feedback to the learning objective, success criteria and/or the children's ongoing targets

Best Practice Feedback and Marking

When providing feedback and marking, staff will adhere to the following guidelines:

- Feedback and marking will be selective and focus on the learning objectives shared with the children at the start of the lesson, the success criteria and/or their ongoing targets
- Errors and misconceptions will be viewed as part of the learning process and be used to inform future teaching and learning
- All comments will be positive and constructive, highlighting areas for development or providing challenges
- For all children, marking and feedback will, wherever possible, take place 'on the spot', alongside the child or be completed for the next lesson
- In Early Years and in Y1 and for children with SEND, feedback and marking will predominantly be verbal, and where possible, take place alongside the child
- From Year 2 onwards, children will be taught to respond to feedback as part of the marking process
- Peer and self-marking will be fully embedded in Key Stage 2 and developed in Key Stage 1 as part of the assessment for learning approach
- A set of agreed marking codes/symbols will be used by all staff for manageability and consistency
- Written comments will be recorded neatly and clearly and be in 'childspak'


- Marking and feedback by adults will in **blue** pen
- Children will respond using a '**purple polishing**' pen
- The learning objective will be ticked and annotated with a smiley face if it has been achieved
- In Years 1-6, targets for writing and Mathematics will reflect the requirements of the 2014 National Curriculum. They will be placed in the front of children's books and will be part of their self-assessment. When a target has been met, the work will be stamped with a 'You Reached Your Target' stamp and the target sheet ticked and dated
- 'Fix it time' or time to complete next steps will be used to give children time to respond to feedback and marking and be a key part of the teaching and learning. On most occasions, it will take place at the start of a lesson
- Feedback and marking will be in a variety of forms such as corrections, reinforcement or challenges
- A feedback and marking poster, displaying the codes/symbols to be used by adults, will be displayed in all teaching and learning areas
- The feedback and marking codes/symbols will be introduced and explained at the beginning of each school year and be used throughout the year
- When supply teachers and other adults provide feedback and mark children's work, it will be initialled by them
- The Feedback and Marking Policy will be available on our school website

Feedback and Marking in English

Early Years and Children with SEND

A more flexible approach towards feedback and marking in English will be used in Early Years and with children with SEND. This will be developed to suit the needs of the class and/or individual children, taking into account their maturity and emotional development. Children will be trained to understand and respond to the agreed marking codes/symbols.

Years 1 - 6

- Up to five misspelt words, such as high frequency words, will be selected, underlined and  will be written in the margin
- In Key Stage 1, the correctly spelt word(s) will be written by an adult at the end of the piece of work for the children to copy
- In Key Stage 2, where applicable, children will use a dictionary to find the correct spelling(s) of the misspelt word(s) which they will then write correctly at the end of the piece of work

- 'Rainbow editing' comprised of *red hot wow words*, *outstanding orange openers*, *groovy green clauses*, *cool blue conjunctions*, and *perfect purple punctuation* will be used by the children to self or peer edit their written compositions
- Errors will be marked with a •

Feedback and Marking in Mathematics

- Children's errors will not be erased. They will be neatly crossed out and corrected by the child in a new space on the page
- Errors will be marked with a •
- Feedback and marking will be in the form of corrections, consolidation or further challenge for the children. The amount and frequency will be progressive
- Children in Years 1-4 and children with SEND, will have 1-2 consolidation/challenge tasks per week and in Years 5 and 6, they will have 2-3 consolidation/challenge tasks per week
- Children will be encouraged to respond to their next steps (corrections, consolidation or challenges) as soon as possible: during the activity, at the end of the activity or the next day
- In EYFS, KS1 and for children with SEND, they will usually complete their next steps alongside the teacher or adult in the class. Most of the feedback will be verbal
- In KS2, children will be expected to complete their next steps with increasing independence



Feedback and Marking Toolkit



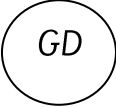
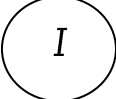
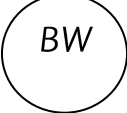
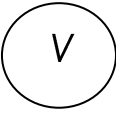

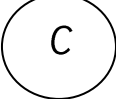

The adults providing feedback and marking will use the following 'tools' and codes/symbols:

- Stickers and stampers
- Team points
- Child/adult success criteria
- * Rainbow Editing
- * W.W.W. = What went well...
- * E.B.I. = Even better if...

* these 'tools' will also be used by the children

Feedback and Marking codes/symbols

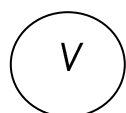
-  - capital letter
-  - full stop

-  - spelling error
-  - finger space
-  - greater depth
-  - independent work
-  - buddy work
-  - verbal feedback (or appropriate stamper)
-  - Big Maths
-  - challenge
-  - supported work (or appropriate stamper)
- ✓✓ - great work/idea
- // - new paragraph needed
- ^ missing word/number
- ? - unclear/confusion
- • incorrect work/answer

   Children will use smiley stampers to assess their learning

Policy Implementation

The implementation of this policy is the shared responsibility of all staff. Class teachers will ensure all adults (including teaching assistants, supply teachers and



student teachers), supporting the teaching and learning, will have a copy of this policy and adhere to it.

Monitoring

This policy will be monitored by the Headteacher and subject leaders and reviewed annually by all staff.

Policy revised by Sandra Green
22 January 2018