Woodlands Primary School

MARKING AND FEEDBACK POLICY

Status:	Current	
Date Adopted by Governing body:	January 2023	
Created by the Teaching Staff	12.01.2023	
Review by Curriculum Committee	March 2024	2 years

TEACHERS' STANDARDS

• Give students regular feedback, both orally and through accurate marking, and encourage students to respond to the feedback (MPS)

• Model best practice in giving feedback to deepen learning both orally and through accurate marking and encourage students to respond to the feedback (UPS)

OFSTED RECOMMENDATIONS

• Teachers should provide pupils with incisive feedback, in line with the School's Assessment Policy, about what pupils can do to improve their knowledge, understanding and skills. The pupils should use this feedback effectively.

• Ofsted does not expect to see a particular frequency or quantity of work in pupils' books or folders. Ofsted recognises that the amount of work in books and folders will depend on the subject being studied and the age and ability of the pupils.

• Ofsted recognises that marking and feedback to pupils, both written and oral, are important aspects of assessment. However, Ofsted does not expect to see any specific frequency, type or volume of marking and feedback; these are for the School to decide through its assessment policy. Marking and feedback should be consistent with that policy, which may cater for different subjects and different age groups of pupils in different ways, in order to be effective and efficient in promoting learning.

• While inspectors will consider how written and oral feedback is used to promote learning, Ofsted does not expect to see any written record of oral feedback provided to pupils by teachers.

• If it is necessary for inspectors to identify marking as an area for improvement for the Academy, they will pay careful attention to the way recommendations are written to ensure that these do not drive unnecessary workload for teachers.

This policy is intended to ensure consistency across the school in terms of feedback and marking practice, and to ensure that marking and feedback is manageable, meaningful and motivating. As a result of this, marking and feedback should enhance learning through:

- Drawing children's attention to what they need to do to improve
- Providing feedback on what they have done so far

Additionally, **feedback should enhance learning through:**

- Creating a dialogue to aid progression
- Develop the children's ownership of their learning

This process of ongoing formative assessment refers to any process by which pupils are made aware of how they can progress. Formative assessment encompasses many strategies designed to raise standards including:

- Questioning strategies
- Talk partners
- Peer/self-assessment
- Oral feedback and written feedback (feedback marking)

Personalised Targets

The use of SMART targets is common practice and many successful assessment programmes and strategies are built upon achievement of a personalised sequence of skills towards achieving an overall objective. Verbal and written feedback and next step marking is used to move individual children's learning forward and to give them targets to work towards.

The use of the ACE assessment codes help children to understand what is going well in their writing and areas they can improve.

A – apprentice - I am beginning to use this skill with support/I am still learning how to use this skill

C – confident - I am confident in using this skill and have applied it in my independent writing.

E – expert - I can use this skill in a variety of contexts. I could teach another child how to use this skill. (I have 'ACEd' this skill!)

Teachers make termly assessments using the Insight Tracking System, based on the objectives taught so far, using the judgements – Below (Emerging), Just Below (Working towards), On Track (Expected) and Greater Depth. These judgements are discussed with the Head teacher and Assessment leader at pupil progress meetings, held four times a year.

Pupil/Group Conferencing

Additional support and intervention programmes are often delivered 1:1, or in small groups. Pupil conferencing gives teachers time to work on a more personalised level with pupils, where they may:
- Have identified a 'gap' or a specific area of learning which requires development;
- Wish to address a misconception;
- Provide addition challenge and support that will be effective in moving an individual's understanding and learning forward;
- Wish to introduce a new concept or prepare a pupil/group for a lesson;
- Set or evaluate progress towards Personal Targets for an individual or group;

Class Conferencing

- Class teachers experiment with a whole-class approach to feedback, highlighting excellent examples and highlighting general misconceptions. Children will respond to a task or activity set from this.Marking in practice

Not all work should or can be marked in depth. Indeed, the use of meaningful self and peer assessment would lighten the marking load but also enrich the dialogue between teacher and student about the pupil's learning. Teachers are expected to use accurate marking and to feedback to students at regular intervals. In English, it is expected that teachers deep mark a piece of children's work on a weekly basis.

Within units of topic learning, for example, class teachers and subject leaders will have worked together to identify opportunities for pieces of work which will focus on the assessment of progress in terms of skills and knowledge.

In maths, where appropriate, children self-mark fluency work in discussion with the teacher/TA but any reasoning,

problem solving or explaining is marked by the class teacher. This work informs how successful the child's learning has been.

Where written feedback is needed, it should:

- Focus upon key issues linked to lesson objectives and targets eg. Target met, Variety of adverbials of time included…

- (Where appropriate) include formative comments that inform children's learning e.g. directing children to the next stage in their learning eg. Now try to work out the perimeter of each shape.

- (When addressing next steps) include questions, reminders, scaffold (an example of what they need to do) example (exact sentences, words or processes to copy)

- Account for misconceptions or elements of the learning that have not been successful. They may also move learners on from a point of success. This may include a thinking question or a small learning step to move them on (e.g. extending a calculation from 2x2 digit to a 2x3 digit).

- Offer children an opportunity to further their learning outside of the main session.

Time is given for children to read comments and make a response (if appropriate) including corrections. Children need time to respond to the written feedback they receive, especially when an objective has not been met or only partially met. Time is built in for this in English whereas it is at the teacher's discretion to choose appropriate opportunities for this to happen in other subjects. **Pupil response to feedback should be written in red pen.**

Self/peer marking should:

- Involve marking criteria that should be shared with children and a checklist of items used to look for when marking their own or others' work eg. Can you replace the word <u>then</u> with a more interesting adverbial of time? Have you included a range of subordinating conjunctions in your writing?

- Encourage pupils to see themselves as the first markers and audience for their learning and use peers to assess work with them.
- Quality self and peer assessment is established after extended training and teacher led sessions.
- Children should have a number of opportunities to assess their work and the work of others. The process should eventually form a seamless part of the main session. For example, an Assessment for Learning Table could be established as part of standard classroom practice.

Marking and feedback colours across the school

Pink – **This is used for pupil self-marking. All pupil self-marking should be in pink.**

Green – **All adult marking should be in green. This should show next steps and areas for improvement. It can also be used for positive comments but the main focus should be on areas for improvement and next steps. Stickers can be used to indicate positive feedback.**

Expectations regarding frequency of marking:

Mathematics – teachers should be marking in green pen at least twice a week. There should be a next step / hinge question / consolidating a skill.

English Writing – one a week a next step and consolidating a skill.

Red – **Pupils responding to feedback and marking or editing their work to improve after the first mark. Showing the pupil's success and indicating where improvement has been made.**

Learning objectives and success criteria

- Learning objectives and success criteria are shared with the children and are central to the marking process, including drawing attention to examples of success. These should be referred back to throughout the lesson.

- The majority of lessons will include a printed learning objective and clear success criteria for achieving this objective (all classes use the same pre-prepared grids to save time) – this also makes marking more efficient as teachers can indicate how successful learning has been, tick off success criteria that has been achieved and draw attention to next steps.

- In Year 5 and Year 6 most children will write the LO for all Maths and English work.

- In Year 4 children will write the LO for English Writing lessons.

- In Year 3 (Term 6) children will start to write the LO in their books for English Writing lessons.

- In Maths and English LOs will be printed for KS1 and Lower KS2.

- **Self-Assessment in Lower KS2 – use a ☺ to indicate LO met / LO working towards or LO not met.**

- **Self- Assessment in Upper KS2 – WWW (What Went Well), EBI (Even Better If) – this can be used in LKS2 and particularly towards the end of Y4.**

- **In Key Stage 2 pupils should initial green marking comments in red to show that they have read them.**

Tuesday 8th December 2020		
T: TA: Ind. Paired Group	Planning a balanced discussion	LO met
	Success Criteria: - Have arguments for and against – an equal amount - Use adding and contrastive conjunctions to make links between paragraphs - Introduce the topic and summarise with your personal opinion	Working towards LO
		LO not met

Marking scheme (FS1-Y2)

FS1   Very early positive marking (eg. for name)

FS2   Positive marking of writing

         Various ticks for phonic knowledge

         Stamps – aided / unaided, smiley faces

         Specific stickers aimed at progress in a certain area

Y1   Positive marking of writing

         Various ticks for phonic knowledge

         ✓ This is good / Evidence of meeting LO

         ^ Something is missing

         ? Does this make sense

         ~~~~~~~~~~~ (green) Incorrect spelling

Y1 (where appropriate)-Y6 Marking scheme

LO Met / LO Not Met / LO Nearly Met	This should be indicated on the LO template. Where progress was not made a next step is included in the feedback
PARAGRAPH (start a new one)	//
INCORRECT SPELLING	S ~~~~~~~~ (green) Underline and spell correctly (normally up to 3)
OMITTED WORD (S)	^
MISSING PUNCTUATION	P (in margin)
CAPITAL LETTER / FULL STOP MISSED	CL <u>d</u>avid (.)(CL) P (in margin)
MISTAKE IN WORK	One line through the mistake ------------
ERROR IN ANSWER (Maths)	. (green)
CORRECT ANSWER (Maths)	✓ (pink – for students)
WORK IN NEED OF REDRAFTING	**Text underlined in green**
VERBAL FEEDBACK	VF (couple of words indicating what this was about)

NEXT STEPS

Other forms of sensible editing   {   [|

Key editing prompts should be written in the margin when required – for example: TENSE SENSE HOMOPHONE

It is also important to ensure that **letter and number reversals** are picked up on and opportunities are given for the child to seld-correct.

The marking scheme should be displayed prominently in the classroom.

Impact

- Do work trawls suggest that teachers are consistently applying the marking policy and marking scheme?
- How clear are children about the colours / symbols used and their purposes?
- Have children taken on board corrections and attempted to rectify their mistakes?
- Have comments made led to evident progress in children's work?
- Is there evidence that children are successfully meeting their targets and making good progress as a result?