**THE WYE FOREST FEDERATION
ST.BRIAVELS AND REDBROOK
CHURCH OF ENGLAND
PRIMARY SCHOOLS**

MARKING & FEEDBACK POLICY

Approved Full Governing Body:

Review period: Annually/ Bi-Annually

Signed_____(Executive Headteacher)

Signed_____(Chair of Governors WFF)

Date of Review: _____

Date of Review:_____

Date of Review:_____

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WYE FOREST FEDERATION

MARKING & FEEDBACK POLICY 2018/19

This policy was re-written after discussion with the whole staff team by the English & Mathematics Subject Leads in January 2019.

The Staff within the Partnership feel that continuity in marking is required within both schools, both for the benefit of the children and their parents. We feel that a constructive and consistent marking approach shows the child that their work is valued giving them a clear idea of what they need to do to improve. All children are entitled to regular feedback on their learning. Therefore, all teachers will mark work and give feedback (whether verbal or written) as an essential part of the assessment process. This supports our school vision of **'Striving to Be the Best we can Be**.'

We also appreciate that the DFE's research into teacher workload has highlighted written marking as a key contributing factor to workload. As such we have investigated alternatives to using only written marking, so that we can provide effective and immediate feedback in line with the DFE's expert group which emphasises that marking should be: **meaningful**, **manageable** and **motivating**. We have also taken note of the advice provided by the NCETM (National Centre for Excellence in Teaching Mathematics) that the most important activity that promotes progress and understanding in children is the teaching itself, supported by the design and preparation of lessons.

With all of this in mind and reflecting our school values

Courage, Compassion, Respect & Resilience

the following policy has been adopted: -

Aims

We look at children's work with respect & compassion and offer feedback <u>in any form</u> in order to:

- redirect or refocus the teacher or learner to achieve a goal;
- show that we value their work, and encourage them to do the same;
- boost self-esteem, encourage **resilience** and the **courage** to have high personal aspirations; Striving to Be the Best we can Be.
- give a clear general picture of how far they have come in their learning, and what the next steps are;
- offer specific information on the extent to which they have met the lesson objective, and/or any individual targets set for them, promote **resilience** and a 'can do' attitude if an objective is not yet met;
- promote pupil **respect** for themselves and others through self and peer assessment, whereby they recognise their difficulties and are encouraged to show **compassion** during peer feedback and accept guidance from others;
- share expectations;
- gauge understanding, and identify any misconceptions;
- use a mixture of 'light touch' and 'deeper' marking in English to provide meaningful, manageable and motivating feedback;
- quick mark Maths and provide live daily feedback / intervention
- provide an ongoing assessment that informs future lesson planning.

GENERAL POINTS

Principles of marking and feedback

- The marking is in accordance with the lesson objective and the child's own personal learning targets;
- The child should be able to read and respond to any written comments made, and be given time to do so. 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 the lessons is more effective than comments provided at a later date (work reflection time will need to be given for these comments so the children can read, understand and respond) The younger the child, the more important it is that the feedback is oral and immediate (a code in books may be used);
- Teachers should aim to promote children's self-assessment by linking any marking and feedback into a wider process of engaging the child in his or her own learning. This includes sharing the learning objectives and the key expectations for the task right from the outset and through smart-thinking (growth mind-set);
- Written comments should be neat, legible and written in **Great Green** for positive feedback and **Pink to Think** for areas to develop, these are the agreed school colours for marking;
- Feedback may also be given by a teaching assistant, through peer review/marking, through plenaries and in group sessions;

1. *Feedback during lessons with the child/ren is our ultimate aim, so that it is immediate and relevant.*

2. *Green pens/highlighters are used for 'Great Green' work and pink pens/highlighters are for 'Pink to think' work. This may include highlighting specific things in a child's work. Motivational stamps and stickers are also used for immediate feedback but should be applied with the child so they understand what they are for. Codes in KS2 can be used to show whole class marking and work reflection time may also be used.*

3. *All adults working with children should follow this marking & feedback policy.*

General advice to teachers

- The best marking and feedback is without doubt the dialogue that takes place between teacher and pupil while the task is being completed and after through work reflection.
- The main objective of marking and feedback is to help children learn.
- The school has non-negotiable guidelines which also apply to all pieces of work (see Appendix A)
- Where pupils interact in the marking process, they will be even more engaged and receptive to correction during work reflection time.
- When appropriate, children may mark their own, or another child's work, but the teacher must always review this marking. This will be evident through use of Purple Pen to show peer marking.
- Always have our aims / values in mind while providing feedback.

English

All writing is marked. One deep mark per week with the rest quick marked.

Quick Mark

Highlight any evidence of the skill (the WALT skill only) in green – up to 3 examples.

Highlight writing skills 'Targets' in margin:

- green – got it
- orange – almost, some understanding
- pink – doesn't understand

Tick WALT sticker to show understanding (using above colour system) and level of independence.

Where a child is 'orange' or 'red' for their WALT, they either receive some written pink feedback or they will be supported by an adult the following day (ideally the teacher) in class to enhance their understanding of the skill. This can be evidenced by the following day's sticker. Any responding to marking to be done in purple polishing pen <u>when possible.</u>

(You can choose to add spelling corrections for those who really need it - CTM children, those who have a particular weakness etc.)

<u>Deep mark</u>

Same as quick mark with additional components:

- identifying 3 incorrect spellings (start with the most basic errors). Write them out correctly in pink and the children then ready and copy correctly 3 times underneath in purple pen.
- grammar and punctuation marking (using simple and user-friendly codes)
- All children to receive green (celebratory) and pink (developmental) comments. Pink comments to follow the 'TED' (Tell me, Explain… Describe…) structure <u>where possible.</u>
- All children's responses to be done in purple polishing pen where possible.

<u>General points to consider:</u>

- Teacher's feedback (as well as children's writing) to be cursive where possible or pre-cursive in KS1 if they haven't moved on to full cursive yet.
- You don't have to deep mark children on the same day – 5/6 per day? 15 2x per week? 10 over 3 days?
- 'Quick mark' generally takes 1 minute per book and it gives the children useful information.
- A lot of the 'quick mark' part can be done in lesson while the children are writing – immediate feedback is even more beneficial to the children!

Maths

<u>Daily marking</u>

Maths should ideally be marked–

- Within the lesson with the child.
- Straight after the lesson in 'mop up' time when the children are still in class and can be spoken to / helped or supported in their learning ready for the next session.
- Ready for the next session.

Ticks for correct answers (Green by teacher / purple peer marking)

Dots for incorrect answers (Pink by teacher / purple peer marking)

Walt sticker is ticked or highlighted daily (KS1 by teacher / KS2 by child & teacher)

Children are given time either with the teacher (in maths mop up) or the next day before the next session to work on misconceptions / corrections.

If applicable - Include on WALT Do it, Twist it, Solve it – highlight to show where child got to. If a child is consistently getting to solve it within the lesson, this is evidence *towards* GD.

Monday 04/03/19
WALT:
Understand percentages as part of 100.
Find percentages of amounts.
(Do it / Twist it / Solve it)

T	C	T	C	T	C
TA help		Inde-pendent		Teacher help	

If no children are getting to solve it – add an additional problem solving lesson to the unit to ensure all children have this opportunity.

If Stem Sentences or Maths Journaling is used, it should be marked & corrected as in English.

Any comments should be in pink if they are something for the child to think about and green if it is positive.

Codes

C – independent corrections need to be worked on. (If lots of mistakes – maximum of 3)

V /VF – if you have had a conversation within learning time. (A comment on discussion by teacher would be helpful if time.)

Walt/ Date	Dated WALT sticker showing learning objective on most Maths / English final tasks. Also shows independence or TA / Teacher assisted.
Monday 04/03/19 **WALT:** Understand percentages as part of 100. Find percentages of amounts. (Do it / Twist it / Solve it) T / C / T / C / T / C TA help / Inde-pendent / Teacher help	Teacher and child ticks RAG rating as to how they felt they worked on task. This should generate conversation / verbal feedback.
(green block)	**Great Green**— highlighting, ticks or comments. You're understanding the objective / great work or example.
(pink block)	**Pink to think**— things to think about / next steps.
Purple polishing pen	Children's own corrections / peer editing.
✓ ✓✓	Good work. (**?** What was good?) Very good example. (**?** What was very good?)

/ /	New line / paragraph needed.
Word in pink **eg—beautiful x3/x4**	Copy the spelling x3 / x4 times below and add to personal spelling list.
(?)	Does this make sense? What is wrong here?
V or VF	Verbal feedback given.
Motivational / instructional stamps. Codes for marking – (KS2 may respond to codes).	☺ Good work **Challenge / PEA/ Dive Deeper sticker:** shows challenge / mastery **N** : Number formation (KS1) Neatness (KS2) Good evidence of smart thinking. Next step… *Other codes & responses may be used.*