

Worlingham CEVC Primary School

MARKING AND FEEDBACK POLICY

*Like a tree firmly planted by streams of living water we will grow
in knowledge, love, faith and wisdom. Based on Psalm 1:3*



Dfe Teachers' Standards

6. Make accurate and productive use of assessment

- Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.
- Makes use of formative and summative assessment to secure pupils' progress.
- Use relevant data to monitor progress, set targets, and plan subsequent lessons.
- **Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to feedback.**

Our marking includes two specific colours. **Green** pen is used to praise the pupil and identify strengths and success and is written at the top of a piece of work where appropriate.

We use green symbols, along with comments where appropriate.

G Group



Success symbol

S Supported work

V Verbal feedback

C Copied

Early Years Marking

All marking in Early Years is supported with **(V)** indicating verbal feedback also given.

Green pen used for positive comments

Purple and N.S→ are used to indicate a next step

Symbols may also be used when marking:



Finger spaces



Full stops



Capital letters

These may be ticked in green to show they have been achieved.



Child initiated learning

All child initiated and adult directed learning will be labelled with which areas of learning are being covered.

Key Stage 1 and Key Stage 2 Marking



Punctuation used well



Capital letters and full stops used well



Joined handwriting used well



Finger spaces used well



A Curved Green line indicates an impressive/wow section or sentence.

A second colour, **Purple** identifies the next steps for learning or to improve knowledge, understanding and skills.



Sentence/phrase which needs to be developed



Omission, find missed word/phrase

aAbB abcDEF Mixed uppercase and lowercase letters



Remember to write on the line

?! .

Punctuation

To

Capital letters and full stops



Start writing at the margin

a b c → abc

Remember to use joined handwriting



Finger spaces

A maximum of 5 spellings per piece of work are identified with a focus on HFW and words where the letter strings have been taught . The misspelt word is written by the teacher in a highlighted strip and copied correctly by the pupil 3 times underneath. This is acknowledged by the teacher with a green tick.

e.g. because

A ‘dot round’ or ‘live marking’ is used for quick and quality feedback in class. As the pupils are working independently the teacher circulates the room and checks the pupils’ work. If they have made any mistakes or success/praise needs recognition, the teacher helps the child immediately to reflect upon their work and make the necessary improvements.

Verbal feedback is just as effective as written feedback. With one to one feedback the teacher can iron out misunderstandings immediately and question knowledge and understanding. 

All learning intentions and success criteria are clearly stated on a sticker that is shared with the pupils at the start of each lesson. They provide a focus for Assessment For Learning.

1. WALT (We Are Learning To – KS1) or LI (Learning Intention – KS2)

2. Success Criteria

3. Opportunities for Individual and Teacher Assessment

e.g. **KS1**

W.A.L.T. – write short narratives about real events		
Success Criteria	Me	T
I can say what I am going to write about.		
I can read my work aloud to others.		
I can write sentences with spaces, capital letters and full stops.		
I can use conjunctions.		

e.g. **KS 2**

L.I. – to divide numbers up to four digits by a one digit number and interpret the remainders appropriately		
Success Criteria	Me	T
I can use the formal method of short division with confidence.		
I can recognise when a calculation has a remainder in the answer.		
I can convert a remainder to a fraction or decimal.		

√ = work complete and achieved

P = partially complete and partially understood

- = not achieved/not undertaken

These WALT/LI and SC can be bubbled in green to show that they have been fully achieved or exceeded expectations. A purple [] will demonstrate that this is an area the child must still work on/ needs to be developed.

Marking: The 3 Ms

All marking should be ...

Meaningful: marking varies by age group, subject, and what works best for the pupil and teacher in relation to any particular piece of work. Teachers should adjust their approach and be trusted to use outcomes in subsequent planning and teaching.

Manageable: marking should be proportionate and take into account the frequency and complexity of written feedback, as well as the cost and time-effectiveness of marking in relation to the overall workload of teachers.

Motivating: Marking should help to motivate pupils to progress. This does not mean always writing in-depth comments or being universally positive: sometimes short, challenging comments

or oral feedback are more effective. If the teacher is doing more work than their pupils, this can become a disincentive for pupils to accept challenges and take responsibility for improving work.

Additional Marking Strategies

1. Classroom learning environments provide additional opportunities for assessment for learning – Photographs of working walls evidence this aspect of assessment.
2. Teachers annotate planning as essential Assessment for Learning (AFL) to guide next steps for children.
3. Writing portfolios are kept for each child, within these, analysis marking is carried out for assessment purposes. This marking process helps teachers to establish strengths in writing and focus on improvement target areas for children, and next steps.
4. BDEM assessment sheets are used as part of essential summative assessment. Where appropriate staff assess written work against the National Expectations (Year 2 and Year 6) BDEM sheets are used as a reference when making assessments for reading, writing and maths.

Gallery Critique

Staff use a 'Gallery Critique' approach to peer assessment.

Gallery critique is where pupils spend an extended period of time reading and assessing the work of their peers, as well as giving feedback.

Preparing for Gallery Critique

Before pupils start on the task, they are made aware that their work will be read/assessed by others in the class.

- Pupil friendly success criteria is displayed for pupils.
- The success criteria is reviewed before you start assessing.
- The pupils read the work carefully, look at the success criteria and give kind, specific and helpful feedback.

Example 1

<u>Kind</u>
<ul style="list-style-type: none">▪ I really like the way you _____▪ Excellent _____ throughout▪ The most successful thing about this was _____▪ I enjoyed reading this because _____▪ It was especially good when you _____
<u>Specific</u>
<ul style="list-style-type: none">▪ In the first/second/third paragraph _____▪ I think _____ needs more focus on _____▪ Your sentence/paragraph about _____ was _____ because _____
<u>Helpful (refer to success criteria)</u>
<ul style="list-style-type: none">▪ You need to add _____▪ Don't forget to _____▪ To improve your _____ try _____▪ Perhaps you could _____

Example 2

<u>Kind</u>
<ul style="list-style-type: none">▪ I really like the way you _____▪ Excellent _____ throughout▪ The most successful thing about this was _____▪ I enjoyed reading this because _____▪ It was especially good when you _____
<u>Specific</u>
<ul style="list-style-type: none">▪ In the first/second/third paragraph _____▪ I think _____ is quite difficult to understand/could be explained better/could include more detail etc▪ Your sentence/paragraph about _____ was _____ because _____
<u>Helpful (refer to success criteria)</u>
<ul style="list-style-type: none">▪ Think about adding a _____▪ Think about taking away _____▪ Have you thought about _____?▪ To improve your _____ try _____

- Perhaps you could _____

Example 3

Kind

- I really like the way you _____
- Excellent _____ throughout.
- The most successful thing about this was _____
- I enjoyed reading this because _____
- It was especially good when you _____

Specific

- In the first/second/third analytical paragraph _____
- I think your _____ is quite difficult to understand/
could be explained better/could include more detail etc.
- Add more detail to your _____
- Your point/analysis about _____ was
_____ because _____

Helpful (refer to success criteria)

- Think about adding a _____
- Don't forget you need to _____
- Have you thought about _____?
- To improve your _____ try _____
- Perhaps you could _____

- Pupils can write their feedback on post-its and stick them on to the piece of work or use a coloured pen.
- Pupils gain a better understanding of the learning task.
- It gives their work a further purpose and an audience.
- Discussing the success criteria and the “kind, specific and helpful” feedback guidance, their work is marked thoroughly and they receive helpful, high quality additional feedback.

