

Worlingham CEVC Primary School

MARKING AND FEEDBACK POLICY

Due consideration has been given to all children/adults/stakeholders with regard to the protected characteristics under the Equality Act 2010.

Headteacher: Mrs Holly Marchand

School No. 935 3111

Date Approved	Approved by	Chair of Committee	Chair Signature
07.03.23	Curriculum & Ethos Committee	Mr Peter Hobbs	<i>Peter Hobbs</i>

Worlingham CEVC Primary School

MARKING AND FEEDBACK POLICY

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.
- Make 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.**

What is Marking and Feedback?

Teaching is adaptive to the learner's needs. Marking and Feedback form part of formative assessment – children should play a key role themselves, and a teacher's role is to engage in 'responsive teaching' whereby their instruction/teaching/interactions with children need to adapt and respond, dependent on how the learning is going.

This policy illustrates examples and types of marking and feedback used at Worlingham CEVC Primary School, and expectations around consistent approaches across Key Stages.

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. Feedback in whatever form it takes should be designed to move learning forward – in that respect it needs to be accessible to the child it is for. Ideally it will be actionable and result in the children responding to that feedback in subsequent lessons.

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. All work is marked according to the learning outcomes on the sticker or as identified on the piece of work. Relevant codes are added to the child's work as outlined below. Additional comments, including next steps, will be added as appropriate.

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.

Marking Codes

Marking Codes are useful tools to help children understand their feedback and to ease the workload of marking books for teachers. They are both efficient and effective.

All work is marked in green or purple pen. It is assumed that work is completed independently unless otherwise indicated on the section of work or success criteria. For example, if it is left blank, it is assumed that the full piece of work was completed independently but if one of the success criteria is supported then a 's' will appear in the relevant box on the sticker or next to the section of work that it applies to.

Green comments or symbols refer to something that has been achieved.

Purple comments or symbols indicate a next step.

G Group work

S - Supported work

C - Copied

V - Verbal feedback

Learning Intentions and Success Criteria

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. **KS2**

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 completed 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.

Early Years Marking

All marking in Early Years is supported with  indicating verbal feedback is also given.

N.S→ is used to indicate a next step

Symbols are also used when marking in Early Years, these are drawn **green** for positive and **purple** if this is a next step:



Finger spaces



Full stops



Capital letters



Great effort



Child initiated learning

Child initiated and adult directed learning is labelled with which areas of learning are being covered.

Key Stage 1 Marking

Symbols are also used when marking, these are drawn **green** for positive and **purple** if this is a next step:

 Capital letters and full stops

a b c → *abc* Joined handwriting



Finger spaces



A curved green line indicates an impressive/wow section or sentence



A curved purple line indicates a sentence/phrase which needs to be developed



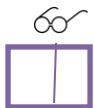
Omission, find missed word/phrase



Remember to write on the line



Start writing at the margin



Proof read your work



New paragraph

Key Stage 2 Marking

Symbols can also be used when marking, these are drawn **green** for positive and **purple** if this is a next step:

P P Punctuation



A curved green line indicates an impressive/wow section or sentence



or **RR** A curved purple line, or 'RR' indicates a sentence/phrase which needs to be Re-Read



Omission, find missed word/phrase



Start writing at the margin

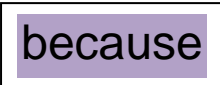


New paragraph

Conj. Conjunction needed


Other elements of KS1 marking can also be used for some children in KS2 if relevant for that child.

A maximum of 3 spellings per piece of work are identified with a focus on HFW, words where the letter strings have been taught, or topic's technical vocabulary in KS2. 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. 

Live Marking

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. 

Peer Assessment – including the Gallery Critique Approach

Staff use a range of strategies for peer assessment including the 'Gallery Critique' approach.

Gallery critique is where pupils spend an extended period of time reading and assessing the work of a selection 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.

The following statements can be used for peer assessment, including the gallery critique approach detailed above.

<u>Specific / Kind</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 _____▪ I think _____ is quite difficult to understand/could be explained better/could include more detail etc▪ Your sentence/paragraph about _____ was _____ because _____▪ 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 _____▪ You could add more detail to your _____▪ Your point/analysis about _____ was _____ because _____
<u>Helpful (refer to success criteria)</u>
<ul style="list-style-type: none">▪ Think about adding a _____▪ Don't forget to _____▪ Think about taking away _____▪ 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 could also give verbal feedback to their peers using the above prompts.
- 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.

Questioning and Feedback

Quality questioning within class can provide immediate feedback on a child’s understanding to the teacher and an opportunity for verbal feedback to a child on their thinking and answers. We use the ‘Walkthrus’ approaches to help develop our use of Questioning and Feedback within class. Examples of these **include Check for Understanding; Probing Questions; and Process Questions** and are supported by additional strategies such as **Cold Calling; No Opt Out; and Show-Me Boards**. In the context of ‘Feedback’ it is essential that the role questioning plays is not overlooked.

Selective Marking

At times, it can be useful to focus more intently on one section of a piece of work rather than ‘the whole’. For example, if writing an extended piece of writing the teacher may decide to focus purely on marking how the child sets the scene; or their use of more advanced punctuation; or their use of sentence openers. Feedback to children will then be focussed on that aspect of their work enabling them to action the feedback and redraft and improve their work.

Whole Class Feedback

As part of a wider diet of different kinds of feedback, Whole Class Feedback can be used to give detailed feedback to children whilst minimising teacher workload. It replaces giving written comments in books with giving feedback to the class as a whole, with just some illustrative examples selected to be shared.

Additional Marking and Feedback Strategies

Classroom learning environments provide additional opportunities for assessment for learning – Working walls evidence this aspect of assessment.

Teachers annotate planning as essential Assessment for Learning (AFL) to guide next steps for children.

Copies of end of year English and Maths tests (e.g. PIRA/PUMA) are kept, along with the child’s ‘no more marking’ task, for potential use by subsequent teachers.

Marking, Feedback and Assessment

This policy focusses more on how children receive feedback with the aim of moving their learning forward. Sitting alongside that is the feedback teachers receive from children’s work. Please see our Assessment Policy for how this is arranged at differing levels in our school.

WORLINGHAM CEVC PRIMARY SCHOOL

SAFEGUARDING STATEMENT TO ACCOMPANY POLICY DOCUMENTS

Throughout this policy runs our commitment to safeguarding the well being of all our pupils at Worlingham CEVC Primary School. The values, beliefs and ethos of Worlingham Primary School are shared by all members of staff and the adherence to the guidance as stated in the school's Safeguarding Policy is of paramount importance.

The well being and safety of pupils has a positive impact on their attendance, behaviour, their own Health and Safety, learning within the school environment as well as on educational visits.

Throughout the curriculum children are taught how to manage risk and how to keep themselves safe. The children know that if they need help they can talk to a member of staff at school. Children are taught how to keep themselves safe whilst using ICT equipment and are instructed to report any inappropriate material to the member of staff leading the session.

Children who have an identified SEN which creates difficulties with communication may need additional support in expressing concerns to a member of staff. Staff will need to follow the guidance in the safeguarding policy when dealing with a disclosure, taking into account the ability of the individual.

A copy of the Safeguarding policy can be found on the school website, in the Headteacher's office and also the staff room. This policy provides comprehensive detail in identifying types of abuse and the procedures that need to be followed.

Within the Safeguarding Policy is a section on The Prevent Duty and what it means for our School.