Feedback and Marking Policy

School Vision

West St Leonards is a safe and caring school. It provides a happy and welcoming environment for children who accept every challenge and grow in confidence as learners for life.

MARKING and FEEDBACK POLICY

This policy forms part of a whole-academy policy for teaching and learning. It relates to the ethos of the academy and has direct links with curriculum planning and assessment.

How children's work is received and marked and the nature of feedback given to them will have a direct bearing on learning attitudes and future achievements.

The policy must be:
- Consistently applied by all staff
- Clear in its purpose
- Manageable
- Productive in its outcomes
- Informed by pupils' individual learning needs and previous assessments

PURPOSES: Reasons for marking
- To recognise, encourage and reward children's effort and achievement, and *celebrate success*.
- To indicate how a piece of work could be *improved against assessment criteria, the success steps*.
- To provide a *dialogue* between teacher and children and clear appropriate feedback about strengths and weaknesses in their work.
- To improve a child's confidence in reviewing their own work and *setting future targets*, by indicating the '*next steps' in learning*.
- To help pupils develop an awareness of the standards they need to reach in order to achieve particular levels of the National Curriculum.
- To identify pupils who need additional *support/more challenging* work and to identify the nature of the support/challenges needed.
- To provide evidence of assessments made and help moderate the interpretation of learning intentions and levels achieved.
- To involve parents more directly in reviewing their child's progress and to help in reporting.

Marking should be positive, clear and appropriate in its purpose – it needs to offer positive benefits to staff and children and the outcomes need to be fed back into planning.

Principles
If children are to develop as independent learners, with an awareness of their own strengths, as well as areas for development (learning targets) it is essential that:
- They are made aware of the *clear learning intentions* of tasks/lessons and of the criteria against which their work will be marked/assessed. *'This is what you are going to do and this is how I will be marking it'*
- The learning needs of individual children are understood and work is matched and marked appropriately.
- Their work is marked in such a way that achievement is acknowledged and teaching points are highlighted.
- Where appropriate marking/feedback is linked directly to learning targets

Wherever possible, marking takes place with the children, e.g. when working with a focus group. It offers guidance as to the extent to which learning intentions have been met and suggests the next steps children might take in their learning.

<u>A whole-academy approach</u>
In order to achieve a whole-academy approach, a feedback framework has been agreed that is:

- Consistent across year groups
- Developmental across the age-range
- Consistently applied by all those working with children in academy, including supply teachers and support staff.

<u>The nature of feedback</u>

- Comments should be based on the learning intention of the task.
- Comments may form the basis of a discussion between teacher and child e.g. reviewing targets set.
- Comments may be given on a group or individual basis.

Note: Research has shown that immediate feedback is the most effective and is therefore more likely to be *ORAL* than *WRITTEN.*

Oral Feedback
……is most powerful and has maximum impact when pointing out successes and improvement needs against the learning intentions. Written reflections can pull down the quality of articulation of the learning. **The quality of thinking can be higher if it is oral.**

……is usually interactive and developmental. It may give reassurance or a quick check on progress. The effect of teacher comments will be seen in a child's response in moving on to the next learning step.

……may be in the form of a learning/reading conference or review.

Written Feedback should be
……legible and clear in meaning.

……developmental, i.e. children will find out how they are getting on and what the next learning step will be.

Note: Where written feedback is used, children are expected to read comments made on their work and it is essential that time should be made available for this using the D.I.R.T. approach

D.I.R.T. stands for Dedicated Improvement and Reflection Time. After written or verbal feedback has been given, a period of time is given to read the improvement comments. Using a **purple pen in writing** pupils return to their work and make these improvements. The use of a different coloured pen shows the teacher and pupil where the improvements have been made.

D.I.R.T. provides an opportunity for differentiated individual progress and pupils to make an immediate improvement to their work, in order for the impact to be evident. The focus for the feedback can vary, depending on the learning. It may be re-writing part or all of the work, looking up spellings, adding specific vocabulary, answering challenge questions or repeating written calculations following a teacher model (a maths example).

Marking at a distance

Do you mark for improvement i.e. your comments indicate to the child how they could improve the work?

Can children read your comments?

Can they understand your comments?

Do you allow time for them to read your marking?

Do you allow time for some improvement on the work to be made before moving on to the next activity or do you expect the child to be able to transfer your improvement suggestions to another piece of work in a new context?

MARKING METHODS/CLASSROOM PRACTICE

Teachers at West St Leonards Primary Academy know that immediate feedback is the most effective and is therefore most likely to be oral.

CURRENT EDUCATIONAL RESEARCH SHOWS THIS TO BE SO.

General points:
- When written feedback is provided, time needs to be built into lessons/activity sessions for children to reflect on marking and to respond to it using D.I.R.T. This may be an interactive/questioning session.
- Writing workshop sessions should include time for giving children feedback including reviewing their current writing target.
- Teachers should always mark that aspect of a pupil's work, which relates to the planned learning intention. (Spelling corrections should normally be limited to words the child should know).
- Tickled pink and green for growth: Teachers and pupils should use the 'pink and green' framework for feedback; identifying successes in the work with a pink highlighter or pink pen (or underline if appropriate) and give an improvement prompt at the end of the work in green pen and where possible a challenge to extend and provide evidence for targets. Areas for improvement may also be highlighted in green.
- Pupils' response to marking is clear as they use purple polishing pens for writing. Pupils respond in pencil in other curriculum areas.
- Any 'coding' or short-hand marking (e.g. initialling work to acknowledge it) is consistent across the whole academy either written or using stamps.
- Sensitivity should always be shown towards children's work and their feelings about it and comments should be positive wherever possible. A suggestion or reminder for improvement in the next piece of work should follow developmental comments.
- Use of a child's name in a written comment personalises it.
- Sharing work, using the visualizer, with the whole class or with a focus group is helpful and compliments individual conferencing/target reviews.
- Self-marking/evaluation against shared learning intentions/agreed criteria can help empower a child to realise his or her own learning needs and to have control over future targets.
- Opportunities for pupils to peer and self-assess against success steps should be on weekly basis to develop learner autonomy.

KEY FEATURES OF CELBRATING ACHIEVEMENT

- Self-esteem is the most significant factor in being a successful learner.
- All achievements are linked, as each builds further confidence in future goals.
- Links between achievements should be made explicit to the children.
- Children should see learning as a continuum which, given time, anyone can master.
- Achievements should be treated in exactly the same way.
- Research shows that achievements are more effectively celebrated privately than publicly.
- Product-led Records of Achievement can reinforce lack of success for the less able.
- Develop an ethos of being able to readily identify achievements and proud moments and of a positive attitude towards learning from our mistakes.
- Ensure high teacher expectations of all pupils and nurture pupils' self-esteem and pupils' high expectations of themselves

Marking routines we will adopt at WSLPA

Marking in Reception

In Reception most marking is given verbally and instantly to the pupils. Observations and assessments are made to inform teacher's planning and the foundation stage profile. Pink for well done, green for something to do next and purple will be introduced at an appropriate time so that pupils are prepared for Year 1. A similar situation will occur in Year 1, particularly in terms 1 and 2.

Marking in the Facility

When adult assistance is given, the amount of support is indicated. Initially an activity may be adult supported and then later the pupils may have independently completed the activity. The marking code will clearly indicate this.

Frequency of Marking

Every piece of work will at least be acknowledged by an adult (class teacher or teaching assistant). Please refer to the Marking Routines page.

Reviewed April 2011, September 2012, September 2014

Monitoring and Evaluation

Subject leaders will monitor the implementation of this policy when they are monitoring their curriculum area and sampling work as per the MER. Members of the leadership team will use 'checked my progress' stickers when monitoring teaching in pupils' books.

Next Review: July 2015
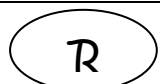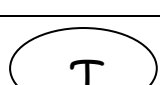
Marking Code KS2 – WSLPA

Swiftly, the brave soldier …	Tickled Pink Where you have done something else well.
swiftly the brave soldier…	Green for Growth Where there is room for/the next step to improvement.
//	New paragraph here.
✓ CW	Mr/Mrs (*Teacher's name*) has seen this work.
^	Where something is missing
TP	Where a Team Point has been awarded.
I	Independent work without adult support.
R	Read Back to an adult by the child.
T	Verbal feedback given to the child.
A	Aided by an Adult
S	Supply teacher for this lesson.
😊 😐 ☹	Self assessment

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Foundation Stage and KS1 Marking Code

Symbols to show children if they have met the lesson objectives.

Symbol	Meaning
🙂	Good, you have achieved the objectives and worked well.
😐	You have achieved most of the objectives but could have done better.
🙁	You have not tried. See the Teacher.
TP	Where a Team Point has been awarded.
I	Independent work without adult support.
R	Read Back to an adult by the child.
T	Verbal feedback to the child about the work.
A	Aided by an Adult
S	Supply teacher for this lesson.
Swiftly, the brave soldier …	Tickled Pink Where you have done something else well.
swiftly the brave soldier…	Green for Growth Where there is room for/the next step to improvement.

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Marking routines we will adopt at WSLPA

- Marking will be used to recognise success and **how the work could be improved.**
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- Tickled Pink and Green for Growth will be used for literacy work, maths and cross curricular work as needed.
- Every piece of written work will be acknowledged by the class teacher, with either written comments or using the marking code.
- Written comments will feature on at least one piece of literacy, one piece of mathematics and one piece of broad and balanced work per week.
- As good practice, written comments will feature when there are obvious mistakes and/or misconceptions which need to be corrected.
- The marking code will be used where there are no full comments i.e. to acknowledge the work.
- Pupils are given time to respond to comments using purple polishing pens for writing.
- TAs will mark pupil's work as per this policy for the groups that they teach, including level of support for SEND.