

The Bishop William Ward C of E (VA) Primary School Marking and Feedback Policy

Purpose

The purpose of this document is to ensure that marking and feedback expectations and practice are effective and consistent across our school.

The reasons to give regular, high quality feedback are:

- to let children know how well they have met the learning objective (WALT – We Are Learning To...).
- to show children other successes they may have had outside of the learning objective.
- to enable children to respond quickly to mistakes and advice.
- to let children know what the next steps in their learning should be.
- to be used as an assessment tool, in order to inform future planning.
- to inform EYFS/NC assessments.
- to model expectations
- to show the amount of assistance given e.g. TA support.
- to be indicator of success and next steps required to parents.

General Principles

Marking and feedback in all areas, across the school should:

- acknowledge that all work has been seen by the teacher.
- be carried out as close to the completion of the work as possible, ideally with the child or on the same day.
- be given along with time and opportunity to respond to comments.
- be accessible to the child, taking their age and ability level into consideration (eg. use of symbols/stamps for children unable to read written comments).
- be focussed on learning, but may also be used to maintain high standards of presentation.
- be targeted at the needs of the individual pupil.
- inform next steps for learning (for both pupil and teacher).
- be written in accordance with the school policy.
- be supportive, positive and constructive.

General marking code

At top of work, by learning intention:

- ✓✓ Learning objective fully met
- ✓ Learning objective partially met
- Learning objective not met

VF Verbal Feedback has been given to child (will have brief description of discussion next to it, eg. 'capital letters/CL')

..... Dotted line under a spelling means it is incorrect. The spelling will then be written out by the teacher and practised by child at end of work. A maximum of three spellings to be underlined in each piece of work, focussed on common words or words that are good examples of a common spelling rule.

Teachers will give written feedback in **red**.

Subject specific guidance

Literacy:

The following strategies are to be used in order to give written feedback in Literacy. Teachers will choose which strategy is most effective for each piece of work.

- Marking against a Success Criteria grid
- Highlight pink for good examples of meeting the learning objective or success criteria ('Tickled Pink').
- Highlight green where a letter/word/phrase/sentence is to be up-levelled or improved (Green for Growth).
- 'Two stars' (showing two successes in the writing) and a wish (what the next step in the child's learning is).
- Modelling a next step – showing a good example.
- Scaffolding – giving part of a model but asking a child to complete it.
- Focussed praise.

Maths:

The following strategies are to be used in order to give written feedback in Maths. Teachers will choose which strategy is most effective for each piece of work.

- Ticking correct work.
- Crossing incorrect work (although if a child has not understood and has got the majority of the work incorrect, it is unnecessary to put a cross by all wrong answers – in this case a comment or discussion would be more appropriate).
- Modelling a strategy.
- Scaffolding – giving part of a model but asking a child to complete it.
- Focussed praise.
- Setting an extra question for a child to complete before commencing the next task.
- Circling the part of the method where a mistake has been made.

RE:

Leaving children a question to answer that will encourage them to think about the learning objective or to consider spiritual concepts.

Science:

Leaving children a question to answer that will deepen their understanding or move their learning to the next level. Questions will often be focussed on scientific enquiry skills.

Other subject areas:

Marking and feedback will still relate to the learning objective, although comments relating to Literacy and Maths skills might also be made.

Children marking and giving feedback

A powerful method of giving feedback is through peer and self assessment. Children are actively encouraged to mark their own work and give themselves and their peers advice for next steps. When marking work, children use many of the strategies used by teachers.

They might also:

- Use blue highlighters to show when elements of the learning intention or success criteria have been met ('Blue for Brilliant').
- give a mark out of 5 to show how successful they think they have been (feedback five).
- Use the 'Fried Egg' method of self-evaluation to show if they are in the centre, feeling comfortable with the learning, or on the 'crispy edge', feeling unsure.
- put a dotted line under a spelling they believe to be incorrect.
- use a system of smiley faces to indicate how successful they have been.
- use a traffic light system to show how they feel about meeting the learning objective.
- predict scores in a test
- show on a blank line where they believe they were before the lesson and where they are now.
- write a comment to the teacher describing how they feel about their learning or signing to acknowledge a comment.

To encourage children to think deeply about their assessments, a range of these strategies will be used. Children will use ever more complex methods of self/peer assessment as they move through the school and become more skilled in doing this.

Children will give written feedback in **green**.

Teaching Assistants (TAs) marking and giving feedback

In order for children to receive as much written feedback during the lesson, TAs will also mark work, using the agreed codes above. TAs will also indicate if a child has been given support to achieve a learning objective, using a capital 'S'.

TAs will give written feedback in **blue**.

Symbols to be used in marking

| | |
|-------|---------------------|
| ABC | Capital Letter |
| ⊙ ⊙ ? | Punctuation |
| ☞ | Finger Space |
| / | New line |
| // | New paragraph |
| hw | Handwriting |
| ~~~~~ | Does not make sense |

Other symbols may be added to this list in different classes. All symbols will be displayed to ensure they are understood by all.