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

Purpose
At BWW we believe that the purposes of marking and feedback are:
• to indicate whether the pupil has met the success criteria for that session
• to provide constructive feedback
• to encourage, motivate, support and promote positive attitudes
• to inform planning
• to provide information for assessment
• to recognise achievement, presentation and effort
• to show pupils that we value their work
• to promote higher standards
• to correct errors and clear up misunderstandings
• to assist learning
• to allow pupils to reflect on their performance
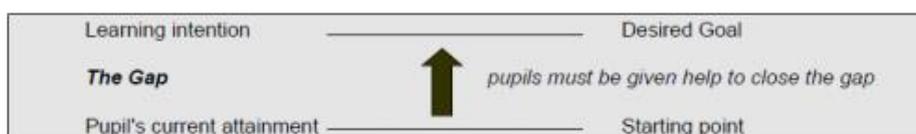• to help pupils become independent learners, transferring their skills across a range of subject areas.
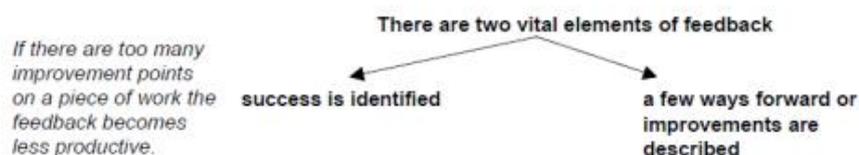
General Principles
At BWW marking and feedback should:
• be mainly related to the learning objective
• ensure that pupils know how well they are doing and what they need to improve to make further progress
• be constructive
• be related to needs, attainment and ability
• provide pupils with opportunities to assess their own work and that of others, as appropriate.

When to mark
Effective teaching is the key to effective marking; the child/learner must know the purpose of the task.

Learning intention	————————	Desired Goal
The Gap	↑	pupils must be given help to close the gap
Pupil's current attainment	————————	Starting point

"For assessment to be formative the feedback information has to be *used*"
(Black and Wiliam 1998)

There are two vital elements of feedback

If there are too many improvement points on a piece of work the feedback becomes less productive.

success is identified ← → a few ways forward or improvements are described

 - Prior to marking, children will be encouraged to evaluate their own work where appropriate, taking into account the learning objective and success criteria
- Marking should be done during, or as soon as possible after the completion of the task
- When developmental marking has been used – the teacher will build in 'Fixit' time for the child to respond to the marking and action the comments, including the writing out of spellings etc.

What to mark

Teachers will apply their judgement when choosing the detail and focus of the marking, depending on the learning objective, their knowledge of the child and the age of the child. The following model (Hattie and Timperely) is to be used in order to give feedback (orally and/or written). Teachers will choose how/when to give feedback, from one of the 3 stages, depending on the teacher's judgment of where the pupil is at with the specific piece of learning:

Task feedback-this is when we are saying to a child what is 'right' and what is 'incorrect'.
- Highlight or mark pink for good examples of meeting the learning objective or success criteria ('Tickled Pink').
- Highlight or mark green where a mistake has been made (Green for Growth).

For example: this could include highlighting a Success Criteria grid to show what the children have right and what they need to do next.

Process feedback- The aim is to support children to develop strategies
- Modelling a next step – showing a good example.
- Scaffolding – giving part of a model but asking a child to complete it.

For example: setting an extra question in **green pen** for a child to complete before commencing the next task or highlighting in green the part of the method where a mistake has been made.

Self-regulation feedback- Gives the child the child the sense of control over the task
- Leaving a further more deep thinking question/open-ended task for them to complete - to be written in **green pen**.

For example: can you think of a way to make your work better? Do you think you have met the success criteria? Is there another way to solve this?

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 **in green** 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.

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 learning and give themselves and their peers advice for next steps. When marking work, children may use the strategies used by teachers, such as checking against the success criteria. We ask that children use their own pen/pencil to show they have given feedback or marked their learning.

When a pupil responds to the teacher's feedback e.g. correcting a spelling, or in their editing they use a **purple polishing pen**.

Children might use these strategies to self-assess:
- 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.
- Write a comment to the teacher describing how they feel about their learning, to give a teacher feedback on the lesson/task, or signing to acknowledge a comment.

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

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 model above. TAs will indicate if a child has been given support to achieve a learning objective by using **VF**.

Monitoring
Regular monitoring of this policy will take place to ensure that is being applied effectively.

Approved 10th July 2017

Reviewed Summer 2019