Woodmansey CE Primary School
Marking and Feedback Policy

1. RATIONALE

Marking is an integral part of the assessment process. Quality marking provides constructive feedback to children, focusing on success and improvement needs against learning objectives. This enables children to become reflective learners and helps them to close the gap between what they can currently do and what we would like them to be able to do.

Marking is an essential part of planning, assessment, teaching and learning. Responding to pupils' work through constructive comment acknowledges achievement, promotes positive attitudes and behaviour and leads to an improvement in standards. Teachers follow an agreed system and consistent procedures in responding to pupils' work in order to give clear messages to pupils, parents and other teachers about individual progress.

2. AIMS OF MARKING AND FEEDBACK

1. To indicate where children have achieved targets and for the teacher to assess progress against targets/ learning objectives.
2. To provide a dialogue with the child and indicate the next stage in their learning and to indicate were they are in terms of their own learning; setting new targets where appropriate.
3. To involve pupils in their own learning and / or assessment and to promote higher standards.
4. To correct errors and clear up misunderstandings.
5. To recognise achievement, presentation and effort, in order to promote positive attitudes.
6. To provide constructive feedback.
7. To identify pupils who need additional support / more challenging work and the nature of the support / challenge required.
8. To aid curriculum planning.
9. To give pupils the opportunity to improve speaking and listening skills by giving them specific and focussed opportunities for discussion of their own work or the work of other pupils.

3. OBJECTIVES

The features of marking at Woodmansey CE Primary School:

- Follows consistent practice throughout the school
- Is positive and constructive with appropriate praise given

- Is related to needs, attainment and ability
- Is related to specific targets, learning objectives and success criteria which are shared and made clear to the pupils in advance
- Ideally the objective should be the title of the work which will often be reconstructed into an 'I Can…' statement
- Should pupils achieve the objective an indication of this should be given through 'TA' or 'Target Achieved'
- Should pupils not have achieved the objective but have the potential to 'bridge the gap' then a T → or RT should be recorded. This will be followed by advice as to how the pupil can bridge the gap to achieve the objective. Pupil response time is recommended to be between 3 and 10 minutes
- A pupil may have achieved the objective but a teacher may use an arrow → or 'Way Forward' arrow to indicate how the pupil could improve further which ensures that pupils know how well they are doing and what they need to improve to make further progress
- Provides pupils with opportunities to assess their own work and that of others
- Sets targets for children to ensure pupil motivation and involvement in progress
- Establishes a written and/or verbal dialogue between teacher and child.
- TA* indicates that a pupil has exceeded the learning expectations.
- Extension activities and /or differentiated success criteria will be used within a task to ensure all abilities are challenged appropriately.

4. TYPES OF MARKING

Flash Marking
This is the marking of pupils' work during a lesson by a teacher or Teaching Assistant when they are working with a particular group of children. It may also involve some verbal feedback. This gives the pupil immediate feedback on their work and helps teachers to assess progress during a lesson and give meaningful ways forward. It also supports the burden of the marking workload.

Quality Marking
This is used when a child has done a substantial piece of work and it has to be marked away from the child. Teachers focus on both successes against the learning objective and improvement needs.

When Quality Marking teachers should:

1. Read the entire piece of work.
2. Use green highlighter ('green to be seen') to highlight examples of where the child has met or exceeded the learning objective/s

3. Use pink highlighter to highlight an aspect(s) of the work which could be improved ('pink to make you think')
4. Provide a focused comment (based on 'pink to make you think' aspects) which should help the child to 'close the gap' between what they have achieved and what they could have achieved. These comments need to be as concise as possible – a keyword or phrase is sufficient. (As too many written comments can be detrimental.)

In order for the marking to be formative, the information must be used and acted on by the children. Therefore, when work has been Quality Marked, time is planned in a future lesson for children to read and write a focused improvement based on their 'pink to make you think' comment. This is called Response Time. Ideally response time is between 3 and 10 minutes.

✓ Alternatively teachers may use ticks to indicate good elements of a piece of work and

→ arrows to indicate elements for improvement or ways forward. There will be occasions however when response time may need to be longer or issues arising from marking work leads to the need for a whole or part of a lesson to be used. In this case a specific learning objective/s will be used as the focus of the lesson.

Teachers model this process to the children at the beginning of each year so that they are clear what the different coloured markings on their books means and what is expected of them when they respond.

Characteristics of effective feedback

*   Feedback is most effective when it confirms that pupils are on the right track and when it stimulates correction or improvement of a piece of work.
*   Suggestions for improvement should act as 'scaffolding', i.e. pupils should be given as much help as they need to use their knowledge. They should not be given the complete solutions as soon as they get stuck and should learn to think things through for themselves.
*   The quality of dialogue in feedback is important- verbal feedback is as effective as written feedback and will be used greatly in FS and KS1.

Self-marking
Pupils should self-evaluate wherever possible. They can follow the same process as staff and look for successes (green to be seen) and improvement (pink to make you think) – using coloured pencils, not highlighters, so that teachers' marking is distinguished from pupils' self-marking. This information can be effectively used in the plenary. In Years 4 upwards however, pupils may use highlighters but it will be clearly labelled on the piece of work that it has been self/peer or paired marked.

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Shared marking
This can be work from a pupil in the class or from another class. This is usually done as a modelled example by the class teacher on the class screen. Two pieces of work with the same title can be compared and used as a discussion point. The teacher models how to look for successes (green to be seen) and improvements (pink to make you think) in the piece of work referring to the success criteria.

Paired marking
Is where pupils mark/evaluate each other's work together, looking first at one piece and then at the other. The pupils look for successes (green to be seen) and improvements (pink to make you think) in the piece of work referring to the success criteria.
This would not be expected to be used until pupils reach KS2 but there will almost certainly be some pupils who are ready to do this by the end of KS1. Pupils will be trained to do this through modelling with the whole class, watching paired marking in action. They need to be encouraged to discuss rather than one speak whilst the other listens for long periods of time.

It is helpful to differentiate between 'corrections' and 'improvements' when pupils respond to marking and feedback:

Corrections

- Are done for simple 'right or wrong' surface features or transcriptional errors e.g. spellings the child should know (will differ from child to child and usually just 2 - 5 key words, depending on the child), incorrect letter formations, capital letters and full stops (for older children who simply forget), reversal of numbers in maths - often those errors which arise out of forgetfulness
- Don't need to be done for everything, every time
- Help to prevent children from reinforcing errors - the errors corrected are things children need to be getting right automatically, so their thinking can be directed to the quality and effectiveness of their writing or their maths work. Set the tone - if something has been taught or is on the wall, it's perfectly reasonable to expect the child to get it right and children need to know this
- Can be done quickly and independently e.g. first thing in the morning (or even during playtime for persistent offenders!)
- Correction marking can take a variety of forms, e.g. marking together as a whole class, TAs marking groups of books, children marking each other's books etc.

Improvements
- Are much 'weightier' than corrections
- Are short but highly focused and relate to the quality, structure or effectiveness of the writing or in maths, guidance as to how the learning can be taken forward

- Result in an actual *improvement* to the writing or maths work
- May need adult help, e.g. some re-teaching, modelling etc. (whole class or group, whatever is most appropriate), before being undertaken. This requires a flexible approach to planning but goes a long way to meeting the needs of all children and 'closing the gaps' in learning
- May need a prompt as part of the marking, either to make the child think or to show the child what you mean:
  - A reminder (maybe for more able children) e.g. *Show me more about how Spike is feeling when his brother comes home. In maths, which is the most efficient method to deal with this calculation?*
  - A scaffold to show what you mean eg *Have a go at writing a couple of sentences to* **show** *me how Spike is feeling when his brother comes home, rather then* **telling** *me eg Spike's heart was thudding so loudly in his chest he felt sure Jezz would hear it or Write the sentence I've boxed again, but this time change the verbs I've underlined to show me how Spike is really feeling. In maths, look at the example of the written method, can you identify where you made mistakes?*
  - An example e.g. *Read the examples I've written and choose the one you think works best to show how Spike is feeling when his brother comes home. Add it into your writing - unless you can think of a better one.*
  - *In maths, can you have a go at this question to extend your thinking/ use and apply your knowledge?*
- Are an integral part of the teaching and learning within a unit and, as such, are carried out in lessons, often at the start, by giving response time to look at comments on successes (green to be seen) and improvements (pink to make you think) before moving onto the new learning
- Need to be acknowledged through 'target achieved' symbols.

5. MARKING KEY

TA - Target achieved

TA* - Target exceeded (this is particularly important for teachers to identify in more able pupil's work where appropriate, to support in tracking their progress & assessments on FLiC)

T → - Target not achieved (followed by brief advice as to how to bridge the gap)

→ - Way forward (followed by brief advice on how to improve)

I – Work completed independently

G – Work completed in a group

+S – With adult support

✓ Green to be seen highlighter - (successes based on success criteria)

→ Pink to make you think highlighter - (could be improved based on success criteria/ general improvements).
Pink to make you think improvements provide a focused comment which should help the child to 'close the gap' between what they have achieved and what they could have achieved. These comments need to be as concise as possible – a keyword or phrase is sufficient. (As too many written comments can be detrimental.)

VF – Verbal feedback given.

R or RT – Response Time (Opportunity for children to respond to teacher's feedback comments.) Classroom time is given for children to read the success and improvement suggestions and to make the improvements, (Typical total maximum time needed is 10 minutes). This can be done first thing in the morning / afternoon or at the beginning of the next related lesson.

Faces drawn for self- assessment. (Ideally next to the ' I Can' objective)
Sad face- Didn't understand
Straight face – Nearly there
Smiley face – Understood/confident

<u>Editing Marks.</u>
// - paragraph,
Sp. – spelling to be corrected.

6. MARKING POSTERS

Quality Marking

✓ **Green to be seen.**

Evidence of achieving the success criteria. Also good ideas/words/ punctuation that should be shared and talked about.

Pink to make you think.

→ Something not quite right and may need correcting or become a way forward for you.

Marking at Woodmansey

(TA) Target achieved	(TA*) Target exceeded	→ Way forward
☺ Brilliant / Well done!	✓ Correct answer	◆ 1 gem
(T→) Target not achieved	• Check answer	(RT) Response time
(H) Check handwriting	(✓C) Corrected answer	**Self assessment:**
(P) Check punctuation	(I) Independent work	☺ Understood
// New paragraph	(G) Group work	😐 Nearly there
(?) Check the sentence	(+S) Adult support	☹ Didn't understand
(Sp) Check spelling	(VF) Verbal feedback	