



Winterton Junior School Marking and Feedback Policy

Introduction

This document is a statement of the aims, principles and strategies for marking and feedback at Winterton Junior School. It should be read in conjunction with the policy on assessment.

Policy statement

Improving learning through assessment is aided by the provision of effective and constructive marking and feedback to every child. It focuses on success and improvement and enables children to become reflective learners. Marking and feedback is an important element in assessment for learning and considered at Winterton Junior School to be an essential part of good teaching and is non-negotiable. At Winterton Juniors we believe that marking children's work and providing formative feedback is a vital element in assessing children's learning and indicating future targets for improvement. It enables teachers to identify and share with children what they have done well and what they need to do next to improve further.

Aims

Marking and feedback should:

- Relate to the learning objective and success criteria that have been shared with the children.
- Be regular and frequent.
- Be manageable for teachers.
- Use consistent codes throughout the school that are accessible for children of different abilities.
- Involve all adults working with the children.
- Show the value with which we hold children's work.
- Give recognition and appropriate praise for achievement and progress.
- Be seen by the children as a positive way of improving their learning.
- Give clear strategies for improvement.
- Allow time for children to read, reflect and respond to marking/feedback where appropriate.
- Inform future planning and target setting.

Different types of marking and feedback

Marking children's work can have different roles and purposes at different times and involve both written and verbal feedback.

Summative marking and feedback

Closed tasks or exercises can be marked using green or yellow highlighters. This is appropriate for pieces of work that are designed to allow children to practise and consolidate learning. This is particularly useful in maths activities and spelling, grammar and punctuation work. When appropriate, children should self-mark in class or in a group session which is shown using green pen. Errors in work will be indicated to the children by highlighting in yellow and corrections will be made; time will be given at the beginning of all lessons for children to amend their work in response to marking and feedback or following verbal feedback during the lesson.

Formative marking and feedback

Oral feedback can take the form of:

- Discussion between the teacher and the child/group/class while the work is being carried out.
- Discussion between the teacher and the child/group/class after the work has been carried out.
- Common errors can be addressed during a whole class/group session rather than individually.

Written marking and feedback

It is not possible to mark all pieces of work in collusion with the children, so distance marking needs to be meaningful for the children but manageable for teachers.

Some pieces of work will be acknowledged, particularly where the teacher or teaching assistant has not worked with a particular child within the lesson and discussed their work verbally. Verbal feedback stamps along with comments from the child should be used in this instance. Some pieces of work will need to be marked in detail. The teacher should use their professional judgement to ensure that there is an appropriate balance between the two.

Learning in books is coded with green if the learning objective is achieved or yellow if the learning objective is not yet achieved, there will also be a frequent written comment.

Children's work should be completed on the left-hand side of their exercise books. The right-hand side of the book should be left blank to be used for differentiated feedback by adults, and improvements and/or extension tasks by the children following feedback from adults (either written or verbal).

Types of comment are outlined below:

1. Showing success

The teacher finds the best places in the child's work that link to the learning objective and these are highlighted in green. This may be accompanied by a positive comment.

2. Indicating improvement

The teacher uses yellow highlighting to indicate precisely where the work could be improved. The use of orange brackets indicates precisely where improvement can be made – usually in an extended piece of writing – against the given success criteria. A written comment might be made here if appropriate to the stage of development and will usually relate to the learning objective or success criteria. Comments may also refer back to previous suggestions for improvement to praise a child when they have been successful. Teachers will also use 'next step' symbol when setting the next step in a pupil's learning.

3. Giving an improvement

The teacher writes down or asks for an improvement suggestion to help the child know how to make the improvement. There are three types of improvement prompt, each linked to an area of improvement:

- **Reminder - reminder of the learning objective & success criteria**
- **Scaffold – provide examples of what they need to do**
- **Example – give exact words, sentences or processes to copy**

4. Creating challenge

The teacher extends learning, understanding and/or skills by providing a challenge ie: calculation into problem solving activity so skills can be applied.

Written marking/feedback by adults should be completed using a red pen. Peer/self-assessment should be completed using a green pen.

Making the improvement

Classroom time is given at the beginning of every lesson for children to read the successes and the improvement suggestion and to make their improvement. This should typically take around ten minutes to complete, however, any extra time needed should be at the discretion of the teacher and appropriate to the child's needs.

Teachers will re-visit any improvements and mark using green or yellow highlighter ensuring pupils have responded; when next steps have been achieved this will be indicated using a green highlighter.

Shared marking

At regular intervals teachers should use the iPad/visualiser/web cam or whiteboard to model the marking process. This is also an opportunity to compare two pieces of work of different standards and to show 'what a good one looks like.'

Peer and self-assessment

Children should self-assess against the learning objective and success criteria where ever possible. This might take place in the plenary at the end of the lesson but may also happen at other times in the lesson. Pupils may write a brief commentary to share what they liked about a partner's work in relation to the success criteria.

English:

- Marking ladders for text types can be used for pupils to reflect and assess their writing
- Specific SPaG ladders for non-fiction & narrative fiction can be used for pupils to reflect and assess their work.

Maths:

- Peer and self- assessment may be the use of 'two stars and a wish' and /or marking ladders.
- Pupils will reflect on their learning.
- Any corrections are identified either independently by the child or adult and addressed accordingly.
- A challenge, appropriate to the pupil's ability, is given to develop reasoning and/or problem solving.

Foundation Subjects:

- Marking Ladders are developed by Subject Leaders to assess end of unit learning or to make on-going assessment.
- Marking Ladders are used for self-assessment by the pupils to reflect on their learning.
- Any corrections are identified and addressed accordingly.

Presentation of children's work

Good presentation is expected at all times and is to be constantly referred to by all adults working with children.

1. Children work in pencil, unless issued with a pen licence for written work in English and Topic books.
2. Erasers may **not** be used.
 - In English children should put a neat line, using a ruler, through the error and then continue with their work.
 - In Mathematics errors are not crossed out but identified as C1/C2 etc and corrected on the right hand side of the book.
3. Work in English books should be dated with the long date.
4. Work in maths books should be dated with the short date.
5. Children with consistently excellent handwriting and presentation will share some of their work with the Headteacher who may issue a 'pen licence' as a reward.

Marking and Feedback Policy reviewed by SLT: Autumn 2018

Policy agreed by Staff: Autumn 2018

Policy agreed by Governors: Autumn 2018



LO/Success criteria achieved



Incorrect or needs improvement



You have missed out a word or a few words



You should have started a new paragraph



You should have started a new line

sp

You need to check the spelling of this word

Yellow 

A punctuation mark is missing



I do not understand this



Next steps

When we become marking partners we all agree to:

- *Respect our partner's work because they have done their best and so their work should be valued.*
- *Try to see how they have tackled the learning objective/success criteria and only try to improve things that are to do with the learning objective or success criteria.*
- *Tell our partner the good things we see in their work.*
- *Listen to our partner's advice because we are trying to help each other do better in our work.*
- *Look for a way to help our partner to achieve the learning objective/success criteria better by giving them a 'closing the gap' improvement to do.*
- *Try to make our suggestions as clear as possible.*
- *Try to make our suggestions positive.*
- *Get our partner to talk about what they tried to achieve in their work.*
- *Be fair to our partner. We will not talk about their work behind their backs because we wouldn't like them to do it to us and it wouldn't be fair.*

Golden rules for children marking with a response partner

- Each child needs time to reflect on and check his or her writing before a response partner sees it.
- The response partner should begin with a positive comment about the work.
- The roles of both parties need to be clearly defined.
- The response partner needs time to take in the child's work, so it is best for the author to read the work out first. This also establishes ownership of the piece.
- Children need to be trained in the success and improvement process, or whatever is being used, so that they are confident with the steps involved.
- Children must both agree on the part to be changed.
- Children need to be reminded that the focus of their task is the learning intention/success criteria.
- The response partner should ask for clarification rather than jump to conclusions.
- It would be useful to role-play response partners in front of the class, perhaps showing them the wrong way and the right way to mark a piece of work.
- It is useful to do this two-thirds of the way through a lesson, so that children can make the improvement and continue working with a better understanding of quality.