



"Living and Learning through Faith, Hope and Love"

**WEETON ST MICHAEL'S C.E.
PRIMARY SCHOOL**

**MARKING AND
FEEDBACK POLICY
SEPTEMBER 2019**

Introduction:

'Feedback is one of the most powerful influences on learning and achievement' (Hattie and Timperley 2007, Review of Educational Research March 2007, Vol. 77, No. 1, pp. 81–112)

At Weeton St Michael's we believe that all aspects of feedback and marking should provide constructive learning opportunities for every child; focusing on success and improvement needs against learning intentions; enabling children to become reflective learners and helping them to close the gap between current and aspirational performance. In this way, we hope to enable every child to achieve their full potential.

Policy Principles

We mark children's work and offer feedback which:

- Relates to learning intentions and success criteria, which must be shared with children.
- Includes and involves **all adults** working with children in the classroom.
- Gives children continuous opportunities to become aware of and reflect upon their learning needs.
- Gives recognition and appropriate praise for achievement.
- Gives clear strategies for improvement.
- Informs future planning and individual target setting.
- Is consistent throughout the school, and uses set codes and strategies.
- Is underpinned by the confidence that every child can improve.
- Is seen by children and adults as a positive means to improving their learning and boosts pupil's self-esteem and aspirations.
- Shows we value the children's work and encourages them to value it too.
- Promotes self- assessment.

Policy aims

We recognise that marking and feedback are crucial to the assessment process and if done effectively can enable children to become independent and confident to take the next learning step.

The aim of this policy is to ensure clear understanding of the purposes, procedures and processes of effective marking and feedback to pupils regarding their work to maximise progress and support pupils in becoming affective learners.

Effective marking and feedback is integral to good teaching and learning processes. By empowering pupils to be actively involved in understanding how they are making progress, it helps to embed learning swiftly and enables accelerated learning.

Effective marking and feedback aims to:

1. Inform the pupil what they have done well and what they need to do to improve.
2. Support pupil confidence and self-esteem in learning, and contributes to accelerated learning.
3. Support teachers' assessment knowledge of each pupil as part of thorough assessment for learning procedures, to plan and refine next steps in learning.
4. Develop consistent processes across the school to teach pupils to respond to feedback, self-assess and evaluate their own learning.

Feedback and Marking in the AfL Cycle

To maximise the impact of feedback and marking it must be embedded in effective assessment for learning:

- Children, and all adults in the classroom, must be clear about the learning taking place and the expected outcomes (eg. Clear, focused learning objectives; success criteria which support these; appropriately differentiated learning activities etc.)
- Skilful questioning is used to explore children's understanding of the learning taking place; identify misconceptions; challenge and develop thinking, learning and understanding and thus provide opportunities for adults to give well-directed feedback.
- When and where appropriate, mini plenaries give feedback to individuals/groups/whole class and address misconceptions; provide opportunities for extra challenge; allow children to reflect on their learning and make improvements during the lesson.
- Effective self and peer assessment allows children to reflect on progress in their learning – identifying areas of success and opportunities for improvement.
- Feedback and marking given will inform planning for learning.

Four types of marking and feedback occur during teaching and learning at Weeton St Michael's:

- **Teachers' well considered intervention** to prompt deeper thinking, and swiftly address misconceptions during lessons. This takes the form of verbal feedback and occurs through effective questioning to clarify or refocus tasks and enquiry, mini plenaries and mid-lesson adjustments. It may also be verbal feedback given during a 1:1 learning conference with a pupil or in on a group basis. For younger pupils, this can be noted down to record the feedback and response process.
- **'Light' marking of work**, acknowledging and recognising attainment and/or progress, success and/or completion of pupils' work.
- **Developmental/Quality Marking** in which incisive feedback on attainment and success is given and response from pupils is required to strengthen the teaching and learning process to accelerate and deepen learning.
- **Self-assessment and peer assessment** of the attainment and success of a piece of work.

This policy sets out the procedures agreed by the school to ensure a consistent and impactful approach to Effective Marking and feedback.

Strategies for quality marking

1. Mark against success criteria (tick when achieved, dot to show working towards and blank when not achieved), following the child's self-assessment
2. A next step that deepens understanding, in line with the success criteria through the use of open ended questioning and challenges thinking. For example where child may need to explain their understanding of a concept.
3. Responding to marking is a part of the daily routine.

(Within the literacy the quality marking takes place during the *scaffolded phase* of the teaching and learning strategies.)

- **Closed task marking**: This is associated with tasks such as class spellings and tables tests which require a *tick, dot, arrow etc.* Wherever possible, children will self-mark these activities or work will be marked as a class or in groups.
- **Self – assessment marking**:-
Pupils will traffic light their work against their learning objective accordingly
Red: 'I find this difficult'
Amber: 'I can do this but need more help to feel confident'

Green 'I can understand and do this and this shows in my work'

(If a Learning Objective refers to Success Criteria – for example key features of a text type or genre in literacy - then it is useful for this to be stuck into the exercise book so the child can self-assess against all aspects)

➤ **Conferencing Conversations:-**

Through foundation subject assessment each child will be involved in a conferencing conversation towards the end of each unit of work. This conversation will help teachers to ensure that judgements made regarding the child's secure knowledge are accurate. The conversations will link to ongoing learning and the end point piece of work.

Organisation and Practice

At Weeton St Michael's CE Primary School we have agreed to:

- *Ensure that children are always provided with a learning objective so the children understand what is expected of them.*
- *Use a variety of marking and feedback strategies to develop self-evaluation.*
- *Provide verbal feedback whenever class discussion takes place.*
- *Provide effective feedback to children about their work, recognising this will take many forms, depending on the nature of the task and the time available.*
- *Complete distance marking which is accessible to children and manageable for teachers.*
- *Create a system of codes which can be used as part of the marking process and which is consistent throughout school.*
- *Ensure that children are given time to read and make focused improvements based on adult prompts and suggestions. We recognise that for marking to be formative the information must be used and acted upon by the children.*
- *Foundation subjects to be marked to the LO, however we also want to reinforce the importance of English across subjects and so if an English comment needs to be made this will be separate and marked clearly with a star.*

When marking, teachers at Weeton St Michael's CE Primary School will:

- *Use a purple pen.*
- *Ensure that feedback is provided for English and Mathematics on a regular basis.*
- *Ensure that feedback in Science and foundation subjects is given regularly.*
- *Ensure that verbal feedback is an integral part of daily teaching.*
- *Give children time to respond to marking.*
- *Marking symbols: any punctuation drawn and circled.*
 - Next step shown with an arrow.*
 - More in-depth challenges written in sentence form.*
 - VF indicates that the child has received Verbal Feedback*

Related documentation:

- *Learning and Teaching Policy.*
- *Assessment Policy.*
- *Special Educational Needs Policy.*
- *Able, gifted and talented Policy*
- *All subject policies.*
- *Medium and short term planning.*

Parents

It is important that parents are aware of how the marking system works. Parents could be encouraged to help their child self- mark homework activities. An outline of marking procedures is included in the school prospectus.

Monitoring

It is important that the marking policy is applied consistently throughout the school and in all subject areas. An oversight of marking will be gained through work scrutiny and book sampling by head teacher and subject leaders. Outcomes of marking should be evident in lesson planning evaluation and in planning next steps.