

## Woodmancote School

### Feedback and Marking Policy

Designated Member of Staff: G Tucker

#### **The Purpose of the policy**

The purpose of this policy is to make explicit how the teaching team mark children's work and provide feedback. All members of staff are expected to be familiar with the policy and to apply it consistently.

#### **The need for a marking policy**

It is important that the teaching team provides constructive feedback to children, both written and orally, focusing on success and improvement needs against learning intentions. This enables children to become reflective learners and helps them to close the gap between what they can do currently and what we would like them to do.

We recognise that the teaching team consists of teachers and teaching assistants (TA's)

#### ***Marking and feedback should:***

1. Be manageable for the teaching team and accessible to the children.
2. Relate to the learning intention (WALT and WILF)
3. Involve the teaching team working with the children.
4. Give recognition and praise for achievement and clear strategies for improvement.
5. Allow specific time for children to read, reflect and respond to marking where appropriate.
6. Respond to individual learning needs taking opportunities to mark face-to-face where appropriate.
7. Inform future planning.
8. Use consistent codes within Key Stages.
9. Ultimately be seen by children as a positive approach to improving their learning.

#### **The effect of marking on attainment**

Research has shown that consistent and effective marking, as documented in this policy, has a significant impact on raising achievement.

#### **The methodology of marking children's work**

The following are acceptable examples of methods of marking and feedback.

#### ***Oral Feedback***

It is important for all children to have oral feedback from a member of the teaching team from time to time. This dialogue should focus upon successes, areas for development and to set targets for future learning. This would be particularly appropriate within the performing arts areas and Physical Education, as well as with younger children.

### ***Summative Feedback / marking***

This is associated with closed tasks or exercises where the answer is either right or wrong. (e.g numeracy). The children, as a class or in groups, can also mark this.

### ***Formative feedback / marking***

Formative, evaluative marking should enable children to respond to the comments made by the teacher and should take their learning further.

### ***Marking and feedback given by members of the teaching team other than teachers.***

Where a member of the teaching team other than the class teacher has been involved in the child's learning, the work should be initialled and commented on where appropriate, such as when a TA has been working with a small group or an individual. The work should be marked closely to the WILFs. If a TA has been working with a Guided Reading Group it is expected that they will make relevant comments in their reading records.

### ***Quality Marking.***

When marking evaluatively Teachers should focus first and foremost upon the success criteria of the task. (WILF)The emphasis should be on both successes against the learning intention and/or the improvement needs of the child.

When quality-marking teachers could:

- 1 Read the entire piece of work.
  - 2 Highlight up to 3 examples of where the child has met the WILF (tickled pink) and indicate clearly a focused comment linked to this, which will help the child improve their future learning. (green for growth)
  - 3 Spelling, punctuation and grammar need not be marked in every piece of work, but it is expected that repeated issues be addressed.
  - 4 Symbols may be used as shorthand when marking, but if they are, pupils need to be clear about what the symbols represent. Suggested symbols are provided in the appendices.
- All the children should have a comment. When possible and appropriate, children should be given a comment, which will extend their thinking and should be related to the WILF. This comment could be phrased as a question to encourage the child to respond.

### **Marking and Feedback in the Early Years Foundation Stage**

In the Foundation Stage, marking and feedback strategies include:

Verbal Praise

Stickers and stamps

Written annotations, short and narrative observations (written)

Annotation and photographs by staff

Oral dialogue with children about their play, work or special books

### **Children's response to the comments**

#### ***Self-Marking and evaluation***

When appropriate children should be given time at the start of a lesson, to read and consider the written feedback the teacher has provided.

Children should be encouraged to ask for clarification, if they do not understand a comment and should be clear about what they need to do in their next piece of work, as a result of the feedback they have received.

Children should be encouraged, where appropriate, to respond to the written feedback, either verbally or by writing a reply.

All children should sometimes be encouraged to self-evaluate and older children should be encouraged to identify their own three successes and look for an improvement point. Younger children may use traffic lights or smiley faces as an alternative method. The plenary can then focus on this process as a way of analysing and learning. Children should be given the opportunity to evaluate the work of their peers and provide suggestions for improvement.

### **Monitoring and evaluating this policy**

This policy will be monitored through further consultation of staff and through the planned reviews.

Children's workbooks will be monitored by the SLT group and subject leaders, with written and verbal feedback given to individual members of staff.

Where appropriate, subject leaders will highlight good practice and areas for development, in a summary document, for all staff to consider and discuss.

Subject leaders will monitor subject specific marking as part of their monitoring role.

### **Subject Specific Marking and Feedback**

Within certain subjects, aspects of this policy may not apply or require further detail. The following guidance is in addition to the requirements of this policy.

Where WALTs and WILFs are explicit, marking should be against these and will consist of ticks next to WALTs/WILFs clearly set out in the book. (This may be with a sticker or piece of paper with the WILF on)

### ***Numeracy***

The purpose of marking is primarily diagnostic. It will inform the day to day planning for the teacher. It will communicate to the child whether or not she / he is successful and will act as a motivator.

Comments will reflect the stage of mathematical thinking that the child is at and will encourage further development.

\*In Numeracy all pieces of work should be marked. Corrections should be clearly identified and children should not rub out wrong answers and put in the correct ones.

### ***Investigative and Practical work***

Where a child has undertaken an investigative or practical task, there should be a quality comment, which reflects their formative and summative assessment.

Pupils should be given the opportunity to self-evaluate each objective using an age appropriate method (tickled pink/green for growth)

### ***Literacy***

We need to show the children that their writing has a genuine audience, someone who is interested in what she or he has to say and is not reading their work merely to find errors. Children need to feel their writing is valued.

Comments can be made verbally or in written form to communicate their message. In the case of very young children, feedback needs to be as immediate as possible.

Replying to children's work by sharing our own experience shows that the writing has a reader who is not passive but wants to share the experience and ideas. By making a pupil aware of the needs and responses of the reader, we can show her or him areas which can be developed.

We believe that correcting has its place in marking but only when it contributes to an improvement in a pupil's work.

Errors need to be pointed out if a pupil is to improve her / his work; which errors and how many will depend on many factors.

We constantly assess the children's work, establishing their achievements.

Pupils should be given the opportunity to self-evaluate each objective using an age appropriate method (tickled pink/green for growth)

'Polishing pens' should be used, giving children the opportunity to 'polish' some aspect of their work.

### ***Science, RE, Geography, History, Technology***

Marking should be specific to skills highlighted in the lessons and subsequent follow up work.

Pupils should be able to use the comment and advice to further develop their skills. They should be helped to understand the purpose of any comments made.

Focused marking or feedback should be related to the objectives of the lesson and not necessarily based upon language and spelling.

### ***ICT***

Samples of work used for ICT feedback should be annotated with the ICT WILF rather than the curriculum area intention that it may support. The focus should be on the level of skill the child has used rather than the necessary outcome. Much of 'marking' in this subject should be oral feedback.

### ***Vocabulary***

Where subject specific vocabulary is written, this should be correctly spelt.

### ***Performing Arts***

Subjects such as PE, Music, Drama etc., should use oral feedback to support the children's learning and development. This could also include opportunities for the children to positively evaluate the work of their peer's performance. If written work is completed, the principles of quality feedback and marking should be applied.

### **Non-Negotiables when marking**

- Marking should be done as soon as possible after a piece of work is finished and certainly before the next piece of work is set.
- 'Tickled Pink' and 'Green for Growth' are used to highlight which aspects of the work were done well (tickled) and where the child could improve (growth). This approach can be used against the WILF.
- Children should not rub out mistakes in maths, but write out the question again if appropriate and then write the answer.
- Written marking should help the child reflect on their work. It should not consist of isolated words such as 'good', 'lovely' or 'wrong'.

Updated: July 2015

Signed..... (Chair of Teaching and Learning)

## What the marks on your work mean

✓ Good or Very Good

\_\_\_\_\_ Needs improving

^ Insert extra letter, word or information

P Punctuation – you have forgotten to use something  
(. , ! ? " " : ; or a capital letter)

// New paragraph needed

Sp Spelling mistake - indicate in the margin (word could be underlined) or at the end of the piece of work for higher achieving pupils

Ⓢ Work was supported/guided

Ⓥ Verbal feedback given.

Ⓣ A target identified from the piece of work

Pink 'Tickled Pink' for meeting a success criteria

Green 'Green for Growth' where a success criteria not met

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'Green for Growth' where a success criteria not met

