



Marking and Feedback Policy

Reviewed by S&C on 1st December 2015

Ratified by Full Governors on 3rd February 2016

Review Period Every 2 Years

Next Review Due Autumn Term 2017

Signature of FGB Chair

Charles Booth
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This policy has been reviewed in line with the 9 principles set out in the Single Equality Policy and an initial screening Equality Impact Assessment has been carried out.

MARKING AND FEEDBACK POLICY

This policy has been formulated by all members of staff, and in consultation with pupils, to maximise the learning opportunities of all children.

This policy supports the Rights Respecting ethos of Parley First School by seeking to ensure all children have an education which meets their needs and encourages the highest attainment they are capable of (article 28) and recognising that they have a right to have their opinions taken into account (article 12).

We believe that marking should be effective in improving children's learning, efficient and manageable.

The aims of this policy are:

- To ensure a consistent, manageable approach to marking that is effective in promoting learning.
- To provide effective feedback on achievement related to the learning objective .
- To provide opportunities for the child to reflect on their learning and understand the next step.
- To inform teachers and impact on future planning.
- To value a child's achievements and progress.

These aims are achieved by:

- Formative marking of learning with reference to the learning objective and success criteria either with the child present or at distance using pink and green markers in line with AfL i.e. 'Tickled Pink' to highlight successes and 'Green for Growth' to identify an area where an improvement can be made. (see Appendix for further clarification)
- Providing targeted feedback for improvement in an identified area. The following prompts may be used as appropriate to an individual's stage of development:
 - *Reminder prompt* e.g. What powerful describing words would make this sentence really exciting?
 - *Scaffolded prompt* e.g. Add some exciting describing words 'The _____ wind blew _____ through the trees.'
 - *Example prompt* e.g. Which word could you use to describe the wind – whispering, howling, gusty or whirling?
- Ensuring that opportunities are provided to allow children time to respond to marking for improvement e.g. early morning activity, start of lesson or during the lesson using the purple pens from year 2 upwards
- Writing comments on a child's work to fulfil one or more of the following purposes:
 - to celebrate success related to the learning objective or individual target
 - to indicate next steps in learning
- Acknowledgement marking through the use of symbols on work to record that an adult has seen and valued a child's learning.
- Annotating work for assessment purposes as needed to:
 - record resources used
 - record support given
 - use specific symbols to record understanding (for staff information only, rather than sharing with the children):

The learning objective should be stated on written evidence of learning either by the child or a teacher depending on age and ability. Such pieces are dated either by the child or the teacher.

- Involving children in marking by:
 - allowing time for improvement (see above)
 - building into planning, opportunities for self and peer assessment against success criteria (WILF) e.g. discussions with learning partners in plenary or whole class activity using written pieces on visualiser/learnpads

All learning, both class based and home learning, should be marked formatively. The Reading Journals and Early Bird Books may be acknowledged and marked.

The stage of development of each child is taken into account when work is marked. All children and those with special educational needs benefit from oral feedback during and after a task.

WALT will be used throughout the school and WILF will be used from the Summer Term of Foundation Stage in preparation for the children transferring to Year 1.

The class teacher will explain to TAs how they are expected to mark/assess the learning of the children they are supporting. Supply teachers will mark work in line with this policy following guidelines in their school handbook.

Reviewed September 2015

Next review September 2017

Appendix

Teacher, TA and Pupil Marking using WALT and WILF with Pink and Green

Tickled Pink Growing Green

Example: WALT write a personal recount

WILF

- First Person – I, me, we, our
- Past tense – had, did, went, saw
- Time connectives – then, after, later, eventually
- Opinion – It was brilliant because
- Challenge – add rhetorical questions

Marking in the lesson

Teacher – to clarify the learning objective (WALT) at the start of the lesson and articulate to children that to consider the success criteria (WILF) will lead to success.

Children – to be reminded to check own writing/jottings throughout the lesson against the success criteria.

Teacher/Teaching Assistant – with the guided group to highlight the children’s learning with pink and green against the success criteria and individual targets throughout the lesson.

When evidence of a particular bullet point has been seen, it is only necessary to highlight a couple of examples in pink and then highlight or tick the bullet point. This instantly highlights success and the children know that they are achieving the learning objective.

Similarly, highlighting one bullet point in green and **one** corresponding example in the learning is normally sufficient to inform the children of the next step in their learning.

The plenary, whether it’s during the lesson or at the end of the lesson, is an ideal time for children to assess their own or peer learning against the success criteria.

The number of bullet points within WILF may be differentiated allowing More Able children to be challenged further. Differentiated learning should allow **all** children to achieve success.

Distance Marking

All marking outside the lesson needs to inform the children of success with pink highlighting as above and green highlighting used to highlight the next step.

Time needs to be built into lessons to allow children time to acknowledge marking.

For older children (from Year 2) a comment/question requiring a response is one way to ensure and monitor children’s response to marking.