



GWINEAR SCHOOL

MARKING AND

FEEDBACK POLICY

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Marking and Feedback Policy

Aims.

- To establish a common approach for marking and feedback that is practised with consistency in all classes and that all children understand.
- To create effective marking that allows each child's progress to be monitored and that highlights where extra support is needed and/or results in modifications to future planning.
- To create a system that provides meaningful feedback and that leads to measurable improvement.
- To involve children in marking and empower them to assess their work.

Fundamentals.

- All work in children's books will be marked (unless teachers use books such as writing journals where children understand that the purpose of the book is for personal practise).
- Work without a recorded product such as P.E. will be given verbal feedback with positive comments and a point for improvement.
- Teachers will carry out the majority of marking but Teaching Assistants can be expected to mark to specific objectives and feedback to the teacher.
- Teachers use black pens to mark work.
- TA's use purple pens to mark work
- Where verbal feedback has been given the initials **VF** will be used.
- When a child has been given support in their work the symbol **S** will be used so that it is clear that the learning intention was not achieved independently.

Marking to a specific Learning Intention (WALT)

At the beginning of most lessons children will be made aware of the learning intention – We are learning to...

When this learning intention is a simple objective with one main criterion (e.g. WALT be able to use adjectives to describe character) the work will be marked and the WALT will be highlighted Green if the child has achieved it and orange if they need to revisit the learning.

When this system is used it is expected that teachers will give general verbal feedback and praise to the whole group, this could happen during the plenary or at the start of the next lesson in that subject.

It is also expected that children whose WALT has been highlighted orange will be given additional support at a future time.

Marking work that involves several learning steps.

It is recognised that some tasks involve several 'success criteria' and that these need to be marked separately in order to make feedback meaningful and productive.

When this is the case teachers will share or create a Success Criteria list with the children (See Teaching and Learning Policy).

E.g. WALT: be able to draw a Bar Graph.

Success Criteria: Use a ruler.

Title.

Label X and Y axes.

Start the Y axis at 0.

Make the steps on the Y axis the same size.

When this system is employed teachers will give positive feedback about one or more of the criteria and will give one point for improvement.

This feedback may be given verbally and/or through the use of a marking ladder and highlighter.

E.g. Write a Historical Recount.

Pupil	Remember to
☺	Capitals and Full Stops mark sentences.
☹	Written in the past tense.
☺	Events told in the order that they happened.
☹	Important dates and facts have been included.
☺	Time connectives are used to link sentences.

Detailed Marking – Assessment for Learning.

- Positive elements of a child's work will be identified within the work through the use of a green highlighter.
- The area for improvement will be identified through the use of an orange highlighter and a prompt, suggestion or question will be used to aid the child in improving their work.
- The most commonly used prompts are:

A reminder prompt

Most suitable for the more able child, it reminds the child of what could be improved upon.

A scaffold prompt

Most suitable for children who need more structure than a simple reminder. Comments usually guide children as to how they can improve their understanding. A learning scaffold usually takes the form of verbal pointers, the questions, prompts or clues given by the teacher to help children to learn.

An example prompt

This prompt gives a choice of answers, word or phrase for the children to choose to use to improve either meaning or understanding.

On some occasions there may not be an area for improvement in which case the teacher will provide a next step challenge that extends learning or requires application of learning. E.g. A page of correct 2 digit x 2 digit calculations could be followed with: Try these 3 digit x 2 digit multiplications or find the area of this rectangle.

- Spellings will be marked separately with the code sp commonly misspelt words (particularly high frequency words and subject specific technical vocabulary) will be recorded by the teacher and the correct spelling will be taught explicitly in a later session. Children will be given the opportunity to

practise the correct spelling form but correcting spellings will never be the primary focus of feedback about an extended piece of writing

- Unless specified in the marking ladder handwriting or presentation will not be marked. However, when presentation and/or handwriting are a cause for concern teachers may give verbal feedback to children and there is an expectation that children present work to the best of their ability.
- If class, group or individual targets are relevant to the learning they will be included within the success criteria.
- It is up to teacher's discretion how many pieces of work can be marked in this depth as it is a time-consuming process but each block unit of literacy and maths should have at least one piece of work that is marked in this way and any major misconceptions will be highlighted in shorter pieces of work.
- For some pieces of work verbal feedback will be given and the VF code used which will usually result in a response from the child. On occasion the Seesaw app will be used to give feedback and children will respond using the app. Records of the impacts this has will be stored electronically but the work will be marked with a Seesaw stamp.
- **NB** For detailed diagnostic marking to have impact on learning, it is essential that children are given time to respond to improvement points identified by the teacher or through self-assessment. Classes timetable a specific 'green pen' response time so called because children write their improvements in green pen making it clear where they have revisited work.

Pupil Marking.

- The school recognises the importance of children being aware and taking control of their own learning and sees self assessment and peer assessment as an integral part of this process.
- Opportunities will be given for children to mark their own work using the same symbols and methods employed by teachers e.g. marking ladders will have a column for children to assess their own work, children may use highlighters to identify successes in their work.
- For simple assessment children will use the symbols:
 - ☺ I fully understand the learning intention.
 - ☹ I partially understand the learning intention
 - ☹ I don't understand the learning intention.

Although children should be encouraged to be specific particularly when trying to articulate what aspects of their learning they find difficult.

- Teachers will model effective marking that is specific and related to the learning intention(s) and will aim to develop children's abilities to be self-critical without detrimentally effecting self-esteem.

- Teachers will also model how to give constructive feedback to peers that always identifies positive elements in their work and only identifies one specific point for improvement.

Monitoring and Evaluating Marking.

At the end of each term all staff carry out a work scrutiny of Literacy and Numeracy work in order to monitor standards and to set curricular targets. This also provides an opportunity to check that all teachers are following a common approach to marking.

In other subjects it is expected that subject coordinators will carry out an annual work scrutiny and that teacher's marking will be monitored as a part of this process.