

Whytemead Primary School

Feedback and Marking Policy

Written by C Mavin Spring 2019

Reviewed Sept 2020

In collaboration with all teaching staff.

COVID-19 changes in red



At Whytemead Primary School, we are committed to providing relevant and timely feedback to pupils both orally and in writing. We understand that feedback does not always come from the teacher, but that peers, other adults and older children can also provide feedback that move children's learning forwards. Not all work has to be formally marked by the teacher in order for feedback to have been given.

We aim to ensure that all children receive feedback in such a way that it improves their learning, develop their self-confidence, raises self-esteem and provide opportunities for self assessment. They should understand what they are good at and what they need to do to improve.

Marking should be a process of creating a dialogue with the learner through which feedback can be exchanged and questions asked; where the learner is actively involved in the process and they are clear about what is being asked of them.

"If we don't know where we are going, how are we going to get there?"

Aims:

We aim to:

- Provide consistency and continuity in marking throughout the school so that children have a clear understanding of teacher expectations.
- Use the marking system as a tool for ongoing formative assessment.
- Indicate next steps to the children in their learning.
- Develop self-esteem through recognising and valuing their achievements.
- Create a teacher / child dialogue to help them to progress along their learning journey.
- *Encourage all children to be 'the best that they can be'.*

Principles of good feedback:

Good marking or annotation of children's work should:

- Be positive, motivating and constructive.
- Look for the strengths in the work.
- Be at the child's level of comprehension.
- Include opportunities to hear the 'child's voice' and what they think about their own work.
- Be consistent, frequent and regular.
- Provide opportunities for the child to respond to comments written or questions asked by the marking.

All adults working with children will:

- Where appropriate, use comments that praise the child's specific effort. (Avoiding generic 'good work' comments)
- Provide regular written and / or oral feedback.
- Adjust planning in the light of feedback.
- Involve children in the feedback and marking process at an early stage.
- Ensure that all children are given opportunity to reflect upon their marking and time to respond (if appropriate) using the Purple Pen of Progress.
- Where relevant, point out the way to their next steps using green 'next step wishes'.
- Use the marking code agreed by the school.
- Class teachers will complete 'whole class' feedback forms for Maths and English lessons - looking for common misconceptions, identifying gaps, signalling those that may need to be part of same day interventions.

Feedback protocols

- Feedback is fundamental to progress and must be a priority in all classes.
- IMPACT on learning is the key consideration. Insistent. Consistent. Persistent.
- Where possible, marking should take place alongside the child or with the group.
- Opportunities for peer feedback should be planned for.
- Marking should be done using blue ink with next steps in green.
- All adults writing on children's work and in books must be neat and easy for the child to read - using the agreed joined script.
- Next step wishes should move the children's learning forwards. These may be identified on planning as differentiated 'where next?' These are written in *green*. All staff may use green next steps on work.
- All LSA's and teachers should listen out for pupil voice made by the child and record these on their learning.
- LSAs can mark or comment on books when they are working with the group and talking to the child about their learning. They must use the agreed marking codes and style.

- When children are using the purple pen of progress, teachers must insist that 'nothing less than your best will do'. Teachers will support those children who may not be able to access this independently.
- Staff, SLT and Governors will complete regular work scrutiny.

Our marking code is set out as follows:

Marking Codes

Feedback and Marking Codes

√ learning if the learning is secure (initialled if marked by LSA)

- if learning is not secure (initialled if marked by LSA)

"..." shows that this is the child's voice. This may be in response to a question the teacher has posed. The question may also be written on the child's work



Is used to write a spelling word in for the child to practise. In Green pen.

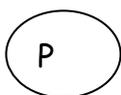
Response by child in purple pen.

No more than 3 spellings should be given

Green pen is used for next steps in learning and is written in green ink

All editing, improving and responding to next step wishes should be completed by the child or an adult scribe using the purple pen of progress

KS1 use their editing codes (displayed in classrooms to indicate to the child where improvements need to be made (in green pen)



Used in KS2 in the margin of books to show punctuation mistakes that the child should identify / edit



Used in KS2 to identify where spelling mistakes have been made but that the child will identify / edit

Green box marking may be used to identify a section of writing that the teacher would like the child to focus on editing and improving.

Whole class feedback sheets are used for Maths and English lessons to inform the teacher.

Adults working with children may also use stickers to add the child's voice to their work or quote what a child said that will further demonstrate their understanding of their piece of work.

Examples of questions that can elicit child's voice from children:

We need to ask the right questions at the right time!

They should be used to give a holistic picture of that child as a learner and are for those WOW moments in children's learning.

What mistake did you make that taught you something?

What new things have you learnt today? How do you think this will help you?

What do you think about...?

What things did you do that made you think hard?

How did you keep going?

So, what can you learn from this for next time?

How do you know this?

Can you teach me how to...?

If you could change one word in your writing what would it be and why?

So you got the answer... how?

Tell me about...

How has your teacher helped you today?

What do you think you could do to make your work even better?

If you did this work again, how would you do it differently?

Can you describe...?

What did you like best about this learning? Why?

Which word is working hardest in this sentence? Why?

Can you teach me one thing that you have learnt today?

If you know that ... is true, what else do you also know?

Written by C.Mavin 2013

Amended Jan 2014

Amended Sept 2018

Amended March 2019

Amended Sept 2020

COVID-19 addendum

Teachers will not be taking books home for marking.

Most marking will be completed during lesson time.

Children will have homework books, but these will not be marked by the class teacher.

Children may be asked to mark their own homework with the teacher's guidance.

In cases of isolation, children are asked to email in work for the teacher to give appropriate feedback and next steps.

