

Marking and Feedback Policy

Wooden Hill Primary and Nursery School



Approved by: Governing Board

Date: 5/11/18

Next review due
by:

November 2019

Signed
Headteacher:

A blue ink signature, appearing to be "J. P.", written over a horizontal line.

Signed Chair of
Governors:

A black ink signature, appearing to be "D. J. W.", written over a horizontal line.

Wooden Hill Primary School Marking and Feedback Policy

Mark-Plan-Teach Cycle

Introduction

We aim for high quality teaching and learning. At the heart of this is effective marking, feedback and assessment which we use to inform our planning for all. This becomes a mark-plan-teach then repeat cycle.

Assessment, feedback and marking

These have two aims:

- 1) Children act on quality feedback and make progress over time.
 - 2) Informs future planning and teaching.
- Teachers must have a secure understanding of the starting points, progress and context of all
 - Marking must be useful, primarily formative, selective and give clear feedback about what a child must do to improve
 - Marking and feedback must be regular
 - Much feedback will be verbal and immediate
 - The agreed marking codes must be used consistently
 - Use opportunities for in-class marking for immediate feedback
 - Use questioning to assess understanding
 - Use peer/self-marking to encourage independence and ownership
 - Give opportunities to act on feedback as soon as possible
 - Record on Whole Class Feedback Form for every lesson

Planning

- Use marking and feedback to inform planning- record on Whole Class Feedback Form
- Be clear about the knowledge/skills you want the children to learn not what you want them to do
- Be very clear about the success criteria as children will need to self/peer assess against them- plan to co-construct success criteria with the class
- Be clear about why children are doing any activity- what are they learning?
- Differentiation needs to be planned for over time
- Plan for all-consider needs of SEND children as well as the more able
- Include diagnostic questions in planning
- Plan a clear model to scaffold learning
- Plan questioning to develop deeper thinking

Teaching

- Start a lesson by addressing misconceptions, errors, gaps identified in the previous lesson
- Teach vocabulary explicitly

- All children must be working harder than the teacher
- Ensure that learning has stuck by checking systematically
- Mixed ability seating
- Give opportunities for children to teach each other in order to consolidate what they know
- Use all opportunities for teaching- groups during assembly, counting when lining up etc.

Marking and Feedback

Marking and feedback are fundamental to the way in which planning and teaching is carried out at Wooden Hill.

It is acknowledged that feedback is one of the most effective ways to improve learning but not everything can be, or should be, marked.

Marking which occurs after the lesson has taken place is not nearly as effective as marking and feedback given during the lesson. When marking is carried out during the lesson it encourages teachers to give feedback which is diagnostic, closing in on specific areas to improve. Children are then able to improve their learning by acting upon the feedback immediately.

For these reasons, teachers must plan for children to self-assess and peer mark during lessons. In addition, teachers must mark the work of the group that they are supporting during a lesson and give quality verbal feedback to these children.

In order for children to be able to self or peer assess successfully, there must be clear success criteria for them to mark against. The most effective way to do this is to co-construct the success criteria with the class.

It is the teacher's responsibility to check the books of all children in the class at the end of a lesson and to stamp the books with 'checked by my teacher' if the work has not been marked by an adult. This way, the teacher can quickly ascertain which children need further support to keep up with the learning and whether any whole class feedback needs to be given during the next lesson. This is recorded as 'next steps in learning'. They will then adjust their planning for the next day accordingly.

This information must be recorded for each lesson on the 'Whole Class Feedback Form'. See attached for an example of how this form should be filled in.



At Wooden Hill we believe that no child who has found an aspect of learning difficult should begin the next lesson without being given support to 'keep up' with the learning of the rest of the class. Each child's individual needs or barriers to learning should also be recorded on the 'Whole Class Feedback Form'. It is then the responsibility of the teacher to either work with the child themselves or give the General Support Assistant (GSA) information about what they need to do with the

child to support their learning and allow them to 'keep up'. This is known as 'same day' intervention.

Marking and feedback in English (reading and writing)

A cold task must be carried out before planning a unit of work. This should not be re-drafted. It should be stamped with 'checked by my teacher'. Each child should be given a 'next step' to be worked on over the unit of work.

During the writing journey, wherever possible, marking should be carried out in the lesson either by:

- Adult marking (of group worked with by **any** adult) against the SC.
- Peer marking- teach children to check a partner's work against the success criteria by ticking examples in their work. Annotate with  and initials. Use 'We agreed that...'
- Self-marking-check against the success criteria, provide a sheet with answers, put on a PPT or read out to the class. Tick examples in their work. Annotate with .
- As appropriate for age/ability, highlight incorrect spelling or punctuation in green highlighter or put sp or p in the margin.

Any other feedback should be preceded by →

Extended writing_ at least one of these pieces **MUST** be edited, re-drafted and preferably published during the writing journey (generally either the innovate or hot task). For this piece of writing, in depth marking and guidance must be given to enable the child to improve their piece of writing before the final draft. Their next step from the cold task must be reviewed. Evidence of the SC should be highlighted in pink and the SC themselves highlighted or ticked. If the SC are class generated, then highlight the LO if achieved. Green highlighting should be used to identify areas to improve.

The use of a visualiser or photograph of a child's work is a very powerful way of giving whole class feedback. Demonstrate improving an element of the SC. Children can then act on this feedback individually.

The Whole Class Feedback Form must be completed after every lesson.

Marking and Feedback in maths

Wherever possible this should be carried out in the lesson either by:

- Adult marking (of group worked with by **any** adult).
- Peer marking- teach children to check a partner's work by using the inverse on a calculator or to use the success criteria (steps to complete the calculation successfully). Annotate with **PS** and initials.
- Self-marking-provide a sheet with answers, put answers in a random organisation on the board, put on a PPT or read out to the class. Annotate with **SA**

Maths should be marked with a tick or cross. A box should be drawn if it is necessary to do the calculation again.

Children must never get to the end of a lesson and not know whether they have understood the concept or not.

In KS2, children are taught to write a sentence in purple pen at the end of each maths lesson which explains how confident they are feeling about the learning objective and what they feel they need to do in the next lesson.

Following a practical lesson, children should be given the opportunity to write about what they did and what they found out. This could be accompanied by a photograph of the activity.

The use of a visualiser or photograph of a child's work can be used to demonstrate common misconceptions. By working through the steps to complete the calculation successfully (success criteria) together to mark the child's work, feedback is given to the whole class. The children can then act upon what they have seen.

The Whole Class Feedback Form must be completed after every lesson.

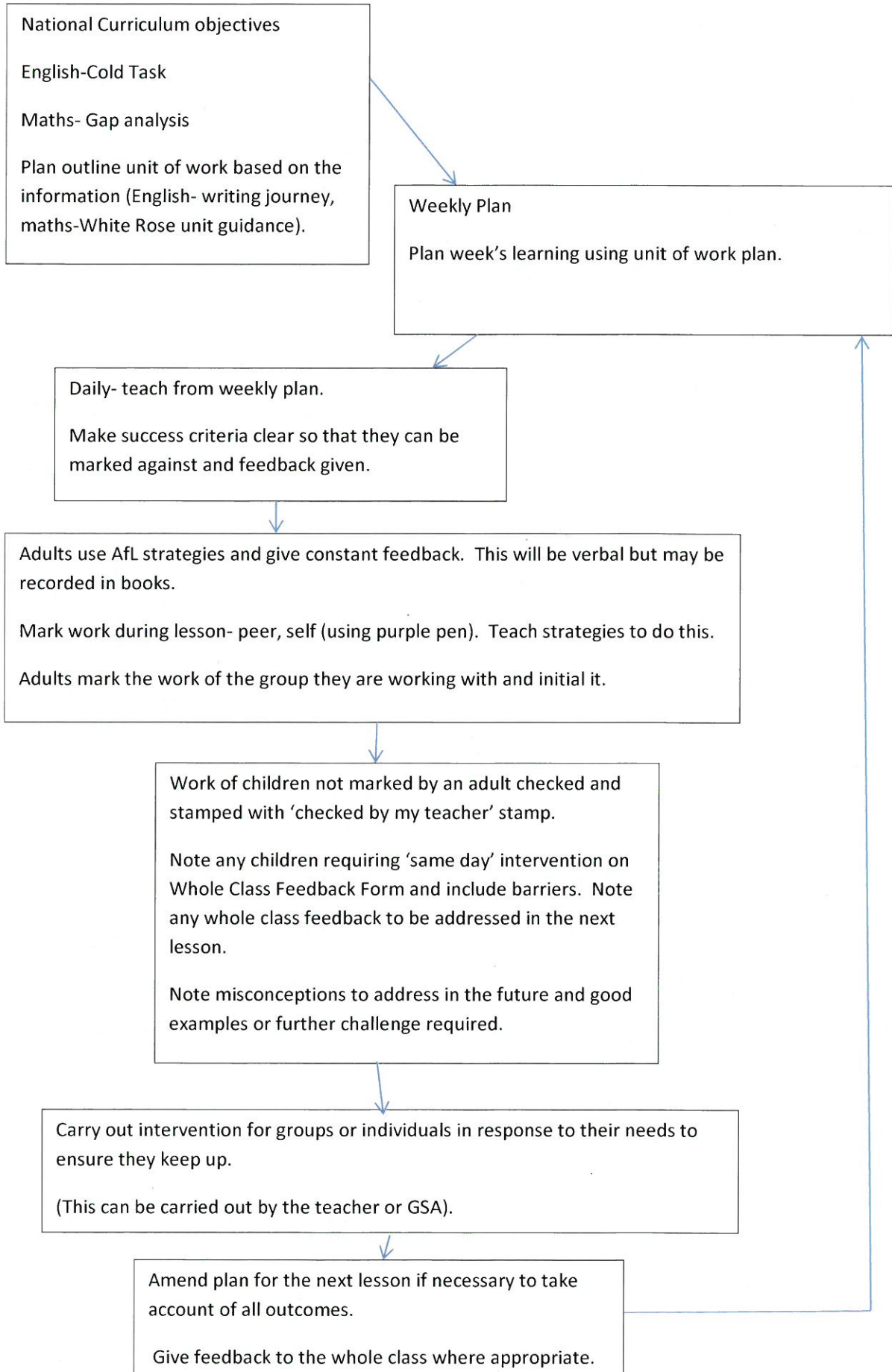
Marking and feedback in other subjects

In all other subjects marking and feedback must be given in the same way as English and maths. Teacher, self or peer marking must be used and work that is not marked must be acknowledged with a 'checked by my teacher' stamp.

Spelling and grammar errors must be identified in the same way that they are in English (age appropriate).

At the end of every lesson the Whole Class Feedback Form must be completed.

Mark-Plan-Teach Cycle



Marking Codes:

Written in green pen inside a circle.

I- independent work (to emphasise when work is done independently)

VF- verbal feedback

GW- guided work

PS- peer support

SA- self assessed

CSC-class success criteria (if agreed SC are not written into books but on board and referred to)

It is not necessary for the class teacher to initial the work or feedback but any other member of staff working with them should do so.

Written in green pen in the margin.

sp- spelling (incorrect spelling underlined with a wiggly line)

p-punctuation (it is not necessary to highlight where the missing punctuation is)

Things to Remember:

- All marking in green pen.
- Cursive, legible handwriting.
- Children respond in purple pen.
- All work must be marked in some way or
- Highlight 'Tickled Pink' and 'Green for Growth'.
- Time must be given to respond to marking or any form of feedback.
- Not all spelling, punctuation, handwriting needs correcting-use the codes.
- Demonstrate the 'learning journey' through your marking.

Whole Class Feedback

Date: 23.5.18	Subject: English-writing a balanced argument	
NEXT STEPS IN LEARNING: → All children need further input on how to structure paragraphs within a balanced argument → Look at paragraph structure game in groups tomorrow. → Use input to introduce some more arguments to add to writing → Model including a statistic in introduction.		MISCONCEPTIONS/ERRORS: Not using a dictionary independently for editing- focus for next week GOOD EXAMPLES/FURTHER CHALLENGE: Inakshi- excellent subject knowledge Jake L-D- unusual and well thought out arguments
PRESENTATION ISSUES: Toby-re-do at play time	NEED FURTHER SUPPORT (Same Day Intervention): Rebekah- not included any facts in argument- go through and include. Theo and Sky- unclear about structure of opening paragraph- read through using the class SC to see what is missing. Brittany- missing punctuation-read aloud with editing pen.	

We will always... **Use every bit of every day for learning.**

- Teach children to be independent learners who are responsible for their own learning. We will plan opportunities for children to develop the skills required to achieve these.
- Develop our subject knowledge and understanding of all subjects that we teach.
- Support children to develop a growth mindset. We will use the language of growth mindsets at all times and praise effort rather than outcomes.
- Have high expectations of all children regardless of prior attainment.
- Provide support and intervention for any pupil who is falling behind, and enable almost all to catch up.
- Will stretch and challenge our more able children.
- Be clear about the learning objective and success criteria (although these do not have to be routinely shared at the beginning of the lesson if not appropriate). Give children the opportunity to develop their own success criteria.
- Plan diagnostic questions in advance so that all children have opportunities to answer them and so that groupings can be quickly organised or intervention based on gaps or misconceptions.
- Provide feedback about what children can do to improve their knowledge, understanding and skills. Ensure that children use this feedback effectively
- Challenge any child who is not following the code of conduct. This requires consistency from all staff.
- Provide parents with useful information about their child's learning.
- Model the behaviour and manners that we expect from the children.
- Take responsibility for all communal areas; never ignoring rubbish or something that has not been put away.
- Have clear expectations, which children understand, about the appropriate noise level for the task (individual, paired or group work).
- Sit children at tables of mixed ability and change these at least every two weeks to give children the opportunity to work with and learn from a variety of children.
- Work with groups of children who need support or extension (teachers and TAs) based on our assessment for learning (AfL) in the previous lesson or during the lesson.
- Establish clear classroom routines so that no time is wasted e.g. changing reading books, when lining up, handing out books.
- We will not have 'filler' activities with no purpose.
- Have labelled resources which children can access independently.
- Use our working walls to support learning by displaying key words, phrases and examples of 'what a good one looks like'.
- Ensure that children are not out of their seat unless for a real purpose.
- Organise tables so that children can work collaboratively (not in rows) so that teachers can support any child at any time.
- Have bright and welcoming classrooms with 3D displays that are clearly labelled with the success criteria for the task or an explanation of what the work on the display is.
- Have tables free from anything other than what is required for that lesson. This includes water bottles.
- Have consistent and high expectations of handwriting and presentation.
- Plan a curriculum that engages and stimulates all children.

Jane Critchlow

Date of review: June 2019