

Marking & Feedback Policy



Wheatley Hill Community Primary School

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Aims

At Wheatley Hill Primary School we aim to provide regular and accurate feedback to pupils to enable them to identify what they do well and where they need to improve. Assessment is a vital part of the learning and teaching in our school, and marking is a fundamental element of the assessment process. Marking should inform future planning, assessment and provide evidence that can be used as a basis for discussion with children, parents and other professionals.

- Provide consistency and continuity in marking throughout the school so that pupils have a clear understanding of teacher expectations.
- Set out our expectations for high quality but manageable feedback and marking.
- Provide pupils with specific information on the extent to which they have met the learning objective and/or personal learning target.
- Ensure pupils are effectively challenged and visible progress is evident through a dialogue which aids progression.
- Teachers provide pupils with incisive feedback in line with the school's assessment policy.
- Boost pupils self esteem and aspirations through the use of praise and encouragement.
- Promote self / peer assessment, whereby children recognise their difficulties and are encouraged to accept guidance from others.
- Provide a basis for summative and formative assessment.

Key Characteristics

Our marking and feedback policy is based around the key characteristics of assessment for learning and this is central to the approach we take in providing feedback.

1. Learning Objectives
2. Success Criteria
3. Questioning
4. Feedback and Marking
5. Adjusting Teaching to Take Account of Results

1. Learning Objectives

Effective learning takes place when learners understand what they are trying to achieve and why it is important. Staff members therefore share with the children the learning objective for each lesson as this gives the children a focus, enabling them to review their own progress and to judge whether they have been successful in their learning. The learning objective focuses on learning, not activities. To emphasise the learning process, we begin our learning objectives with the phrase: L.O To be able to..... or L.O To.....

Lessons should only have one Learning Objective so children know where to focus their thinking and learning. Learning objectives should be simple and concise making them achievable by all children in the class. Differentiation is achieved through the effective use of success criteria.

2. Success Criteria

Developing success criteria to achieve learning objectives helps provide children with a framework against which they can focus their efforts, evaluate their progress and discuss their difficulties. Success criteria can be generated by the teacher, but it has been recognised that where children are involved in generating success criteria they develop a better understanding of what they are striving to achieve. Success criteria provide a framework for differentiation and provide a dialogue with children. Discussions focus on how well the success criteria have been met.

3. Questioning

Questioning lies at the heart of learning and teaching and we use it in a variety of ways, e.g. to assess a child's starting point so that teaching can be adapted to meet their needs or to probe their understanding of a new area of learning. We recognise that although there is a place for closed questions, open questions are best for encouraging more complex and higher-order thinking and can be used effectively to challenge current thinking or misconceptions, e.g.:

- What do you think ...?
- How do you know ...?
- Why do you think that ...?
- What if ...?
- What do you think happens next? Why?

We use a variety of methods for selecting which children will answer questions, e.g. random selection through the use of lolly sticks, framing specific questions for individual children and the hands-up approach. We also use 'talk partners' and approaches such as 'think, pair, share' so that children can discuss and rehearse their answers.

4. Feedback and Marking

The purpose of AfL is to provide feedback in such a way that children will move on in their learning. Teachers identify the next steps to learning as well as responding to the misconceptions children make. Feedback is given in a variety of ways:

What is Verbal Feedback?

Children will work in an environment where learning is seen as something that requires effort. The language staff use reference the school's learning gem approach for example,

- Emerald power – Brave enough to have a go with their learning even though they know they might have made a mistake.
- Diamond power – use different strategies taught to identify systems for self help.

We recognise that children benefit from discussing their learning and articulating their needs. In order to do this they need to be given time to reflect on their learning. Teachers will use the following types of prompts to promote this:

- What did you find difficult about learning to.....?
- What helped you when something got tricky when you were learning to?
- What do you need more help with about learning to.....?
- What are you most pleased with about learning to?
- What have you learnt that is new about?
- What do you need to do next to get better at ...?

Verbal feedback in any lesson will focus on the learning objective, success criteria, learning behaviours (Gem Power) and, where relevant, a child's individual targets. When detailed verbal feedback is given to a child about their written work the teacher will write VF on the child's work, possibly accompanied by a brief note if appropriate. TA's should also write VF but give more detail on a post it which they will give to the teacher or attach to the plans if required.

What is Summative Marking?

This consists of ticks and crosses and is associated with a closed task. Children will at times self mark, mark with their buddy, mark in a group or mark as a class. This type of marking enables staff and children to gain a quick insight into a child's ability or understanding in a particular area of the curriculum e.g. times tables or spelling test.

What is Formative Marking?

Our close the gap marking utilises "Correction" and "Extension" prompts and is used consistently across all workbooks. This is focused marking which gives children feedback on how successful they have been in meeting the learning objective and success criteria. It is carried out by the teacher and/ or the children (peer and self-assessment) as follows:

How do we Mark and Give Feedback in Early Years?

Verbal feedback is essential within EYFS, where adults praise achievement and encourage children to enter into dialogue about their play, work and learning experiences, and next steps for development. In Early Years, learning objectives and success criteria are shared verbally in a child friendly manner in the form of a challenge and what enabling adults will be looking for. Children are given time to respond to discussion and ideas. Adults in EYFS should annotate recorded work with the amount of support given, as well as praise and next steps. This process is most effective when shared verbally with the children whilst work is being marked. Within individual 'observations', adults should make written annotations about children's learning experiences, including photos to record their achievements. These should be shared with children at least once per half term, enabling them to reflect on their achievements, and what they would like to learn next. This information can be used to inform future planning.

The methods of capturing learning utilised in EYFS are:

1. Captured Moments – a brief snapshot of a key piece of learning recorded by an educator.
2. Observation – a longer annotated record of learning supported with photographs and focusing on the development of key skills and the characteristics of effective learning.
3. Maths and English books – Children in Reception have a maths and English book to record independent and adult led work.
4. Learning stories – These capture exceptional experiences and opportunities for learning. These are often based around a group of children and track their learning pathway.
5. Floorbooks – These are used by family groups to gather pupil voice, capture learning and plan future experiences and learning pathways.

How do we ensure Progression in Marking and Feedback?

At Wheatley Hill Primary, we believe that marking should be progressive based on the needs of the child. This needs led approach ensures that marking is personalised and accessible by all children. The use of teacher support, verbal feedback and written feedback is tailored to individual pupil abilities ensuring personalised learning.

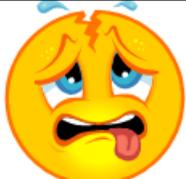
What do we expect from children?

- Read and respond to the comments made by adults in their books when appropriate.
- Take pride and care in the presentation of their books reflecting the high standard that is expected.
- Never use graffiti, doodle or scribble on or in books.
- Use DUMTUMS to present dates & objectives using a ruler.
- Take time to correct and finish off work where appropriate.
- Cross out mistakes using a pencil / pen and ruler.
- Use quality-writing equipment appropriate to the year group, consistently using either pen or pencil but not moving between them.
- Not use felt tip pens in workbooks.
- Use pencil for drawings or diagrams.
- Pupils should be expected to record the learning objective and date at the beginning of each piece of recorded learning. Younger and less able pupils will be supported to establish these routines.

How do we ensure that children will respond to marking?

- For marking to have an impact on attainment the comments made by the class teacher / TA need to lead children to further develop their understanding of what has been learned and the next steps needed to improve. In some cases the marking will further explore a pupil's understanding of what they have completed.
- As part of the daily classroom routine it is essential that at the start of each session, children read the teacher comment from the lesson before and if appropriate respond to it in their "Purple Polishing Pen". Therefore marking needs to include questions that encourage a purple pen response. These should be related to the learning objective / success criteria and, as far as possible, be personalised to the pupil.
- The purple pen response required will increase in expectation based on a pupil's current level of ability.

How do we set out work out consistently?

<u>Presentation</u>		
At Wheatley Hill presentation is very important. Please ensure your work is correctly set out and neatly written otherwise you will be asked to start again.		
Date Underline Miss a Line Title Underline Miss a Line Start		
<u>How are you doing?</u> Use a colour to show your feelings.		
<u>Emotion</u>	<u>Colour Code</u>	<u>What does this mean?</u>
		Lesson Objective Achieved I can do this!
		Working Towards Objective I am almost there! A little more practise.
		A little more work needed I have found this tricky. Could I have some help next time please?

The class teacher will determine whether a pupil will write their own DUMTUMS into their book or if they will have them glued or written in by a member of staff. This is dependent upon pupil ability and speed of working.

What does Marking Look like in School?

Personalised quality feedback should be used frequently in all subject areas to extended learning and must be differentiated appropriately. When marking, staff members should assess whether a piece of work requires clarification of learning (Correction) or if this is a good opportunity to extend the child's learning (Extension). This approach to marking is known as "Close the Gap" marking. Marking should be against the learning objective and success criteria. Successful achievement is annotated / highlighted in green and areas for development are annotated / highlighted in red, with a corresponding written prompt. A focussed comment should help the child in "closing the gap" between what they have achieved and what they could have achieved.

<p>Monday 13th September</p> <p>To be able to use capital letters and full stops ●</p> <p>In class 6 we take <u>gret</u> care with our work. great</p> <p>We don't scribble off we put a <u>line through</u>.</p> <p>The large, black cat sat on the mat. ✓</p> <p>the small, brown dog was happy. C</p> <p>Objective Achieved</p> <p>E Use "because" to extend a sentence The large, black cat sat on the mat because it was tired. ✓</p> <p>C The small, brown dog was happy.</p> <p>Correction Marking</p> <p><i>You will have an "extension task" or a "correction" task</i></p>	<p>13.9.16</p> <p>To be able to use the column method for addition ●</p> <p>2 3 4 + 1 3 2 <u>3 6 6</u> ✓</p> <p>2 5 2 + 5 3 2 <u>7 8 4</u> ✓</p> <p>5 8 8 <u>5 8 8</u> ✓</p> <p>7 5 2 + 2 2 1 C + 6 4 6 <u>9 7 5</u> ✓</p> <p>3 5 1 <u>9 9 7</u> ✓</p> <p>Objective Achieved</p> <p>E 6 3 5 2 + 1 4 4 3 <u>7 7 9 5</u> ✓</p> <p>7 5 2 <u>7 5 2</u> C</p> <p>+ 2 2 1 <u>9 7 3</u> ✓</p> <p>Extension Task</p> <p>Correction Marking</p> <p><i>You will have an "extension task" or a "correction" task</i></p>
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Success Criteria

To support pupil understanding of a task and to aid differentiation, we utilise “Success Criteria” to clearly show children what is expected of them by the end of the session. Success Criteria can be displayed on the IWB, displayed on group tables or stuck into children’s books as a marking aid during more complex tasks.

Framework for sticking success criteria into workbooks – often an English focus

Success Criteria	Self Evaluation

Frame work for using Success Criteria on the IWB

Monday 7th November

L.O To write a newspaper article

Success Criteria

1. Newspaper features – headline, sub headline and columns
2. Introductory paragraph – 5 Ws
3. Time conjunctions
4. Use ING openers
5. Use a complex sentence
6. Consider and create a dialogue with the reader

All MA & HA HA

Success Criteria can also be used as a series of “Steps to Success”

7.11.16

L.O To be able to add using the column method

Success Criteria

1. Write the calculation in the column method (1 number per square)
2. Start additions in the “Ones” column
3. Remember to carry any “tens” into the next column
4. Then add the next column – don’t forget any carried “tens”

Red Group = 2 digit numbers Orange Group = 3 digit numbers Green Group = Calculating Perimeters

Assessing Pupil Progress

At Wheatley Hill Primary, we use marking as an assessment tool to identify how well children are progressing against their end of year expectations. When a teacher observes the accurate use of an end of year target independently the teacher records the objective number next to the piece of work. This is then recorded and dated against the “must do” end of year expectations in the back of the pupils books. Children may also have specific personal targets and these are also referred to in marking and identified as complete – these are found in the front of pupil workbooks.

5. Adjusting teaching to take account of results

Pupil feedback and marking is used to inform future planning. This takes the form of annotations on weekly or medium term plans if appropriate, notes in floorbooks or references of achievements on “Must Do” records. Children’s self assessment should always be acknowledged.

Additional Information

	Marking Codes For EYFS
AL	Adult Led
CIL	Child Initiated Learning
V	Verbal Feedback
	Marking Codes For KS1 & 2
V	Verbal Feedback
C	Correction – Fix it
E	Extension – Extension (This should be a challenge encourage greater depth thinking)
	(Teachers may initial work to show which adult supported the group)

SEMH Marking

When Marking your SEMH Trackers, please use the following colour codes.

- Nursery – RED
- Reception – DARK GREEN
- Year 1 – PINK
- Year 2 – BLUE
- Year 3 – ORANGE
- Year 4 – YELLOW
- Year 5 – LILAC
- Year 6 – LIGHT GREEN