

ULEY C. OF E. PRIMARY SCHOOL



MARKING AND FEEDBACK

Introduction

At Uley Primary School, we believe that the nature of feedback given to children has a direct bearing on their learning attitudes and future achievements. We therefore believe that marking should be positive, clear and appropriate in its purpose and applied in a consistent manner across the school.

Marking should be wherever possible a collaborative process between pupils and adults and should include a clear indication of the next steps. It is critical that children have time to respond appropriately and understand well how to improve their work.

We also believe that marking should offer benefits to staff and children and the outcomes should be implemented into future planning.

Principles and Aims

The purpose of marking and feedback is:

- to celebrate achievement and effort in children's school work and to provide next steps to help them improve;
- to confirm standards, individually, and within the class;
- to offer children the opportunity to respond to marking for improvement;
- to determine whether a child can work within set time limits or targets;
- to assess and evaluate against the success criteria (WILF);
- to contribute to measuring the school's progress against national expectation.

Marking and feedback should:

- Relate to learning intentions, success criteria and targets (including My Plans and EHC Plans), which need to be shared with children.
- Involve all adults working with children in the classroom, where appropriate.
- Be based on the child's prior attainment within the context of marking towards the learning intention.
- Use consistent codes throughout the school. See Marking Symbols
- Be recorded appropriately when given in verbal form, e.g. individual/group conferencing with an adult.
- Give recognition and appropriate praise for achievement e.g. show another adult, receive a sticker, team points or certificate.
- Give clear strategies for improvement.
- Give time for children to read, reflect and respond to marking.
- Respond to individual learning needs, marking face-to-face with some and at a distance for others.
- Ensure all children, regardless of ability, are involved in the feedback and marking process (whether oral or written), so that progress is facilitated and next steps identified.
- Ultimately be seen by children as positive in improving their learning.
- Inform future planning and group target setting.
- Be manageable for teachers.
- Take the form of the most appropriate form informed by the adult's professional judgements.

Feedback and Marking Methods

We acknowledge and use a variety of approaches to marking and feedback:

- Verbal feedback
- Written feedback
- Self-evaluation.
- Peer assessment

Verbal Feedback

Verbal feedback is a well-considered intervention, provided regularly to the children in order to point out successes made or improvements needed against the learning step.

- Verbal feedback is usually interactive and developmental so that it can give reassurance, be a quick check on progress or address misconceptions during lessons.
- Occurs through effective questioning to clarify or refocus tasks and enquiry, mini plenaries and mid-lesson adjustments.
- Verbal feedback occurs continuously.
- Adults will use VF on the child's work to indicate when verbal feedback has been given.

Written Feedback

'Light' marking of work,

Acknowledging and recognising attainment and/or progress, success and/or completion of pupils' work. This usually consists of ticks, dots, circles etc. and is associated with closed tasks or exercises where there is a correct/incorrect answer.

Developmental Marking

In which incisive feedback on attainment and success is given and response from pupils is required to strengthen the teaching and learning process in order to accelerate and deepen learning.

- Written feedback should be legible and clear in meaning.
- Written feedback focuses on issues about the learning intention (WALT) or My Plan/writing/maths targets.
- Positive comments reinforcing what the child has achieved in relation to the learning objective (WALT) – WOW!
- Developmental comments making a suggestion or reminder for improvement/reinforcement and to challenge thinking and extend learning further - NOW.
- Children should be given time to read and reflect on it, where appropriate.
- It may not be practical to mark every piece of work in detail, therefore teachers may need to identify focus groups for detailed feedback on a rotation basis.
- Conference marking (individual or group) should be used to enable children to discuss their work and agree next step targets.
- Sharing work with the whole class or with a focus group is helpful and complements individual conferencing or target reviews.

When writing feedback in children's books, teachers need to consider:

1. Does feedback inform the pupil what they have done well and what they need to do to improve?
2. Does feedback relate to planned learning objectives and steps to success?
3. Can feedback be read clearly and understood?

4. Does feedback indicate a meaningful next step/improvement in learning?
5. Does the feedback ask the children to make a valuable response?

Planned Response Time

Frequently, time should be planned into lessons for children to read, reflect upon and respond to teacher's requests for improvement.

In Maths this may involve:

Children being given time to self-correct their own small errors

Children reading comments where a teacher has explained an error and asked them to have another go.

Children answering a question that the teacher has written in their book.

Children being asked to explain their thinking e.g. in a thought bubble

Children examining, discussing and improving other children's work being shared

Children being asked to play the part of teacher in order to 'spot the mistakes' shown from previous lesson

Teacher or TA going over a common misconception to a group of children

In English this may involve:

Children responding to teacher prompts and using 'purple pen' to make edits to their writing visible.

Children checking spellings in a dictionary

Children learning spellings that have been transferred to their personal spelling log at the back of their English books.

Children examining, discussing and improving other children's writing being shared; teacher modelling the marking process

Self-Evaluation and Peer Assessment

- Children should be trained in the process of self-evaluation/peer assessment, looking for success measured against criteria and suggesting improvements.
- Self-assessment can help children to realise their learning needs and have control over future targets.
- A child marking closed exercises (i.e. right or wrong answers) can enhance learning, especially if the teacher goes through the answers and processes with the class/group, sorting out misconceptions.
- Children should be encouraged to edit their work and check for errors (purple pen).
- Children should be encouraged to identify where steps to success have been achieved and where improvements could be made.
- Feedback/peer assessment can be oral or written according to the age and ability of the child, and appropriateness of task;
- Children should be trained to give an improvement suggestion;
- Children should be given time and opportunity to act upon suggestions;
- The quality of the improvement suggestions and of the peer assessment should be overseen and monitored by the teacher/adult working with the child.

For marking and assessment to be productive, pupils should be trained in self-assessment so that they understand the main purposes of their learning and thereby grasp what they need to do to achieve. It is important for children to have a shared understanding about levels of work and understand what they need to do to reach the next level.

For non-written self-assessment, pupils should show their thumbs up, sideways or down.

For written self-assessment, pupils must draw a facial symbol beside the learning intention at the end of each lesson, to indicate whether they think they have achieved it or not:-

I fully understand 😊 I need more practise 😐 I don't understand yet ☹️

Children who self assess as fully understand could be given the challenge to 'prove it' or 'convince me'.

Children who have self –assessed as needing more practise or don't understand yet, should be encouraged to think why and what next.

This policy applies to all curriculum subjects

Marking and Feedback in the EYFS

Marking and feedback in the EYFS will be in response to observations of children's learning. Therefore, it will be more heavily weighted towards verbal feedback and staff discussion with some marks in English and Maths in line with this policy.

Appropriate methods for marking and feedback in EYFS are:

- Regular praise and encouragement using school reward systems to celebrate the children's achievement e.g. stickers
- Adults talking to children individually about their achievements and how to develop their skills further
- Group time where children talk with their peers and teacher about their learning.
- Online recording
- Written observations

Non-negotiables

All work to be dated and underlined with a ruler (short date in maths/long date in English and Topic)

An underlined WALT is recorded at the top of each piece of work. This should describe what children should be able to know, understand or be able to do by the end of a lesson or series of lessons.

WILFS (success criteria) are shared with children each lesson so that they know what they are working towards and what they have achieved. (see appendix 3)

All making to be carried out in green ball point pen

All marking to be done in a clear, legible handwriting style

The agreed marking code is to be used consistently across the school

The marking codes should be accessible to all children in their learning environment

All pupils' work is to be at least 'light' marked by the class teacher or teaching assistant

Monitoring and review

We aim to apply this policy consistently throughout the school and this is monitored through sampling of children's work. We are aware of the need to monitor and update this policy on a regular basis, so that we can take account of improvements made in our practice. We will therefore review this policy in two years, or earlier if necessary.

WHAT'S IN MY BOOK?

| | |
|--------------|---|
| WOW! | This tells you what you have achieved, written in green pen , with good examples highlighted in green |
| NOW | These are your next steps written in green pen (to rehearse, reinforce or extend learning) |
| sp | These are the spellings that need to be practised |
| ✓ | Correct answer |
| ● | Think again |
| TP(s) | Team points - you have worked hard, produced an excellent piece or tried your hardest (number of team points to be written) |

KS2 Purple Pencil Code

| | | | |
|---|----|-----------------|--|
| In the margin you may find these codes to respond to. | A | Capital letters | Is one in the wrong place? Is one missing? |
| | P | Punctuation | Is something in the wrong place? Is something missing? |
| | G | Grammar | Have you got your tenses muddled? Do you verbs agree with your nouns? |
| | ? | Sense | Have you repeated words? Have you missed words out? |
| | sp | Spelling | Can you find the word that needs correcting? |

SELF EVALUATION

How well do you think you have achieved your
WALT/WILF?



I fully understand - Prove it



I need more practise



I do not understand yet

Children's editing shown in **purple pen**

ADULT CODES

S

Supported. With support from an adult with initials

I

Independent

G

Guided work - working together with an adult.

VF

Verbal feedback with a short explanation

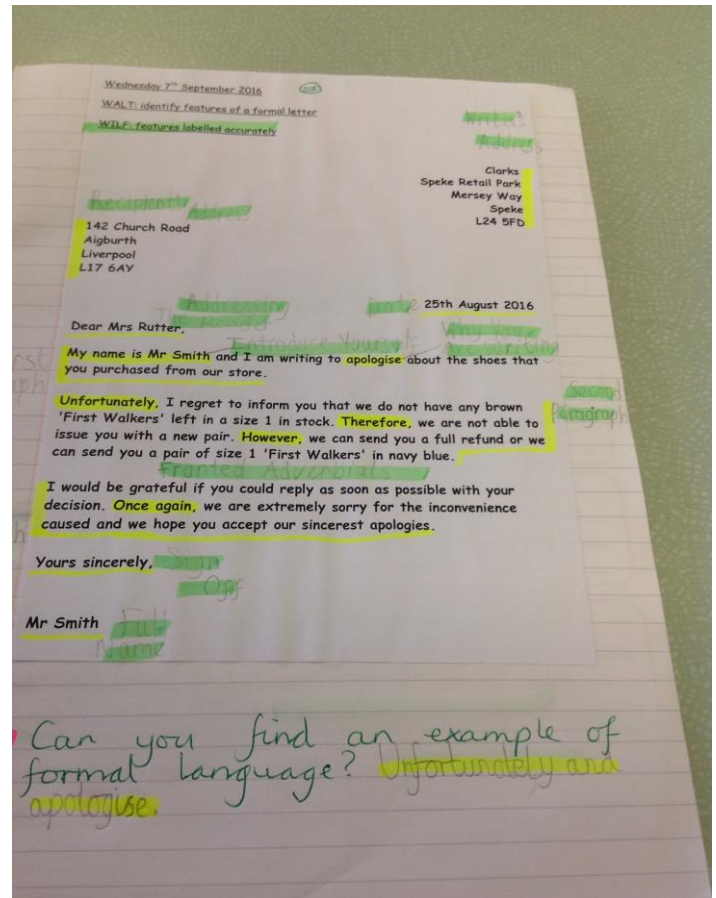
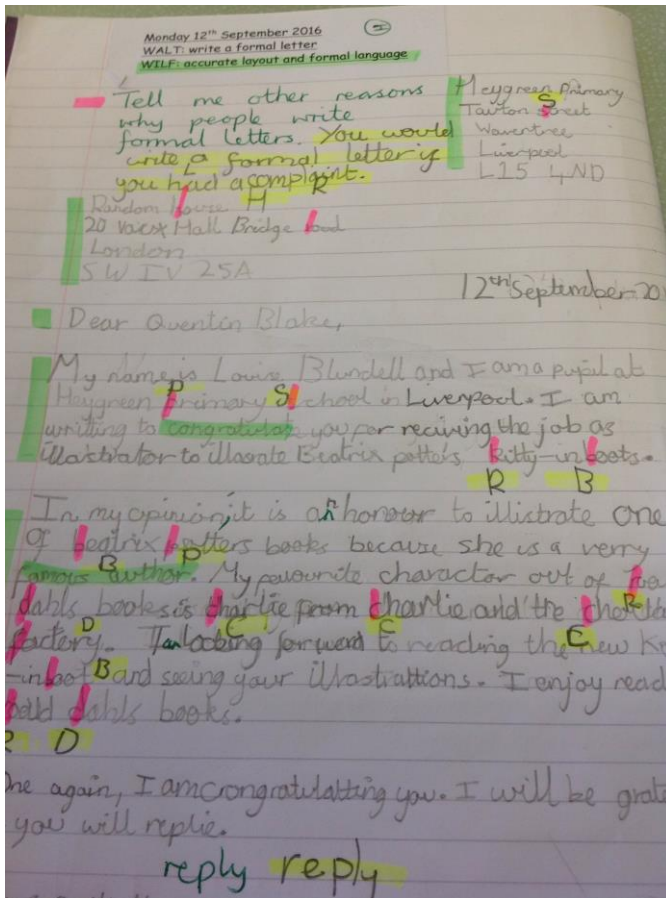
Supply

Supply teachers to write 'supply' and their initials

Examples of Marking in Maths

| KS2 Maths Marking and Feedback | | |
|--------------------------------|--|---------|
| Area of Maths | Maths marking | Example |
| Learn it | <p>Marking can consist of a tick for correct answers, a dot for incorrect answers/answers which need to be checked again.</p> <p>'Check' can be written by a calculation which needs to be checked.</p> <p>This type of marking is completed (where possible) during the lesson to provide instant feedback to the children.</p> <p>On some occasions a 'Now' task can be written for a child to try an extension calculation/or to check their understanding.</p> | |
| Apply it/Prove it! | <p>Marking consists of ticks and dots to highlight correct answers and incorrect answers which need to be checked.</p> <p>A more in-depth now comment is given where appropriate to challenge the children to explain their understanding/provide them with a new problem to try/ or for them to create their own problem in a similar style.</p> | |
| KS1 Maths Marking and Feedback | | |
| Learn it! | <p>Marking can consist of a tick for correct answers, a dot for incorrect answers/answers which need to be checked again.</p> <p>'Check' can be written by a calculation which needs to be checked.</p> <p>This type of marking is completed (where possible) during the lesson to provide instant feedback to the children.</p> <p>Where appropriate a 'Now' question may be given to check the children's understanding or to provide an extension question.</p> | |
| Apply it/Prove it! | <p>Marking consists of ticks and dots to highlight correct answers and incorrect answers which need to be checked.</p> <p>An extension task for prove it/apply it may be given to provide the children with a reasoning task. When marking the problem, it may be discussed within a group or individually.</p> <p><i>Symbols such as VF, I or S may be appropriate at this time.</i></p> | |

Examples of Marking in Writing



| | |
|------|--|
| WOW! | This tells you what you have achieved, written in green pen , with good examples highlighted in green |
| NOW | These are your next steps written in green pen |
| sp | These are the spellings that need to be practised |