

Weston Park Primary School



Feedback and Marking Policy

Date of last review: September 2019

Date of next review: September 2021

FEEDBACK AND MARKING POLICY

At Weston Park Primary we recognise the importance of providing a safe, happy and secure learning environment in which excellent learning and progress can take place. We believe everyone should be equally valued in this environment, enabling children to become independent, confident members of the community.

This policy is not to be read in isolation, but in conjunction with all other school policies. Particular attention should be paid to the Assessment Policy. This policy has been created in line with guidance from government publications and advices around 'Ways to reduce teacher workload in schools'.

"You can't learn without feedback . . . It's not teaching that causes learning. It's the attempts by the learner to perform that cause learning, dependent upon the quality of the feedback and opportunities to use it" - *Grant Wiggins*.

Teacher standard: 6 - Make accurate and productive use of assessment

Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.

Make use of formative and summative assessment to secure pupils' progress.

Use relevant data to monitor progress, set targets, and plan subsequent lessons.

Give pupils regular feedback, both orally and through accurate marking and encourage pupils to respond to the feedback.

Objectives

This purpose of this policy is to help teachers provide children with consistent and effective feedback. The feedback will consolidate children's existing learning, move their learning forward, address areas for improvement and let them know why and how they have been successful. Clear and accurate feedback helps children know and remember more. It also helps us to know and address gaps in the child's learning.

This policy aims to help our children feel that their work is valued. It also helps them feel that they are part of a two way learning conversation with the adults that help them.

What we mean by feedback

The purpose of feedback is to address any errors or misconceptions and move the learning on.

Verbal Feedback

We will show that we have given verbal feedback, either individually, in a small group or as a whole class, by writing VF in the margin or just underneath their current work. We will add a brief comment to explain what the feedback was regarding (e.g. VF: paragraph breaks). The verbal feedback will be focused on moving the learning forward and helping the child be more accurate. When we get it right we will know because children's skills will have improved and they will be able to know and remember more.

Monitoring

Our Leadership Team will regularly look at children's work and talk to them about how the feedback they receive is helping them. Children will be able to show leaders how their work is improving as a result.

It is recognised that children in the Early Years require a variation of this policy which can be seen in Appendix 3.

As a teacher I need to:

- Feedback on every piece of work that values the child's learning and helps them be more accurate and skilled
- Provide verbal feedback for two pupil groups well enough so that they can edit their work accurately
- Feedback during learning so that children can improve their understanding whilst they are completing an activity
- Model high quality, fluent, legible handwriting and accurate grammar
- Remember not to edit independent work that is part of an assessment portfolio
- Use the agreed feedback code and purple pen
- Check the quality of any peer or self-assessment.

Success Criteria

Success criteria helps pupils to understand the skills they need to remember or use to be successful. We will agree our success criteria for all pieces of work.

We will highlight in **green** where the child has been successful and highlight a few specific examples. We will highlight in **pink** if learning is not secure and this will become a next step. We will make sure we are selective and not cover the child's work. We will give children the opportunity to respond to pink highlighting by using green pen to edit their work.

Where success criteria are used they must be marked against.

To help children know what to do next, we will make sure that 'next steps' or 'move on' statements are phrased as an 'explain' question or a statement written by the teacher. Examples can be found in Appendix 2.

English Example:

Monday 15th September 2019 [This is written by the child where possible to do so]

WALT: Infer information about a character

I will be successful if I...

1. Identify evidence in the text
 2. Use conjunctions for comparisons
 3. Describe a character using descriptive devices
- Prove it: Explain how you know the character feels the way they do

CT TA I HLTA SUPPLY WORKSHOP

Wider Curriculum Example:

Monday 15th September 2019 [This is written by the child where possible to do so]

WALT: Group different species of animals

I will be successful if I...

1. identify different species of animals
 2. understand what makes them different
 3. can group these animals into the different categories
- Prove it: Explain why the animals fit into these groups

CT TA I HLTA SUPPLY WORKSHOP

Maths Example:

16.5.19 [This is written by the child where possible to do so. It could also be written in Roman numerals if appropriate to do so to support a teaching point.]

We do not provide success criteria due to the fluid nature of moving through fluency, age related expectation to greater depth tasks that could require a variety of different task criteria to evidence success.

Agreed Marking Code for all key phases across Weston Park Primary School

Pink highlighter – Pink to Think!

Highlight in pink *something that needs to be improved. It could be that the work doesn't make sense or you think it should be more exciting. The child then needs to go back and improve this.*

Green highlighter – Green for Good

Highlight in green where the child has met the WALT, this should identify the key elements within the work that demonstrate their understanding of the WALT.

 <p>Finger spaces</p>	<p>VF (+ comment) Verbal feedback given. The adult or child needs to briefly write what the feedback was about. E.g. VF- Time connectives. There should be a noticeable improvement from this point on.</p>
<p>SO Sound out</p>	<p>P Punctuation error</p>
 <p>Upper and Lower case</p>	<p>// New Paragraph</p>
 <p>Full stops</p>	<p>? Does this make sense? Make explicit reference to what needs to change</p>
<p>..... Children draw a dotted line under key words they think they have spelt wrong.</p>	 <p>Next steps</p>
 <p>letter formation</p>	 <p>Start writing next to the margin or to signify where the area for improvement is</p>
<p>SP spelling error  key words from the National Curriculum</p>	<p><u>Maths Marking</u></p> <p>Please use ● [pink] instead of X to notify if a calculation is incorrect. To indicate the need to think again.</p>
<p>^ omission</p>	

Appendix 1

Example of Independent context card

WALT: To independently write an extended diary.

Outcome: To write in role as Stanley about his first few days at Camp Green Lake.

Audience: Stanley Yelnats

Purpose: To share innermost thoughts, feelings and emotions.

Appendix 2

Example of Explain 'Explain' Statements

- Explain how the conclusion sums up the ideas of the passage.
- Explain different situations where you would use Standard English and where you wouldn't, justify your answers for this.
- Explain why there are more hours of daylight in the summer.
- Explain the pattern that you have noticed.
- Explain a rule that you could use to work the next one out.
- Explain how you found every possible answer.
- Explain what mood the picture creates

Appendix 3

EYFS or other pupils if appropriate.

- The WALT is written on the piece of learning
- The teacher dates the work and annotates according to the area of learning.
- The teacher scribes the child's 'voice' on emergent writing.
- Marking is done with children verbally.
- It is done using the same pictorial symbols as KS1 where appropriate and depending on the child's stage of development

All work will be annotated as follows:

- CI - child initiated
- AL - Adult Led
- I - Independent

Written observations are linked to the Early Years Foundation Stage Development Matters age bands. This supports the tracking of individual children's progress and is used to inform the planning for the children's unique next steps.