

# St Andrew's Church of England Primary School



*With Faith, Hope and Love we can achieve greater things.*

***Marking and Feedback Policy  
September 2021 - September 2022***

## **Philosophy**

We believe that verbal feedback and constructive marking help raise standards. These strategies form the most useful and powerful on-going diagnostic record of achievement. It is also an extremely effective medium for ensuring that the pupils are aware of their own progress and how they can improve.

## **Aim**

This policy aims to give all members of the school community clear guidance with regard to the rationale, principles, strategies and expectations in marking and feedback, in order to raise the achievement and self-esteem of pupils.

This policy aims to ensure consistency in the way that pupils' work is marked across the school.

For the Teacher

- Indicates strengths
- Indicates where the pupils are having difficulties
- Indicates effectiveness of the teaching
- Indicates whether or not an objective (WALT) has been achieved.
- Aids further lesson planning

For the Pupils

- Provides feedback on their strengths and areas for development
- Helps stimulate, motivate and encourage
- Gives guidance on how to improve performance/model expectations
- Provides extension and challenge
- Indicates whether or not an objective (WALT) has been achieved
- Provides opportunities for self and peer-assessment

For the Parents

- Provides information about their child's progress
- Gives evidence of achievement and effort
- Indicates their child's strengths and areas for development

## **Principles of marking**

Marking of pupils' work can have different roles and purposes at different times and should involve both written **and** verbal feedback.

- Marking should be a shared process between a teacher and an individual pupil providing opportunities for prompt and regular written or spoken dialogue with the pupil

- Teachers and pupils should be clear about the learning objectives (WALT) of a task and the criteria for success (WILF) and marking should be directly related to this
- Time must be given for pupils to read, reflect and respond to marking at the start of a lesson
- Marking should be seen by pupils as a positive aid in helping close the gap between current and desired performance.
- Marking will be used to support Assessment for Learning, by guiding pupils on how to improve, as well as Assessment of Learning to support summative judgements for a teacher.
- Outcomes of marking should influence future planning so that assessment for learning is truly taking place.

### **Effective Feedback**

#### **A) Clear Criteria**

- Pupils need to be aware of what they are trying to achieve in a particular piece of work
- Feedback should be focussed on the shared WALT/WILF.
- A high standard of presentation would be an additional criteria agreed for any piece of work, this would include drawing a pupils attention to work that does not comply with the basic requirements for setting out work eg the omission of dates, headings etc. (rough drafts excluded)

#### **B) Positive Feedback**

- Verbal comments are particularly valued by pupils because they are personal to them and immediate.
- Praise the positive aspects of the work before pointing out areas for development
- Mark work promptly - where possible in the presence of the pupil
- Teachers should be selective in the aspects they choose to comment on and these should come from the WILF
- Allow for improvement time to show the impact of the marking upon the learning
- Work should be marked according to the curriculum focus/WALT/WILF

- Pupils should be rewarded (in line with rewards policy) for their achievements, by use of stickers, house points, and through the sharing of good work at assembly etc. (exceptional pieces of work can be shown to other members of staff e.g. Phase Leader, Deputy Headteacher or Headteacher)

### C) Verbal Feedback

Pupils of all ages need verbal feedback but this is particularly important in the Early Years and KS1 where pupils may be unable to read a written comment. In Early Years, pupils work mostly in small groups. The teacher will always discuss the work with the pupil and give feedback orally; therefore aspects of the marking codes explained in this policy are not always appropriate. Discussion with pupils should include feedback on what the children need to improve. Written comments are not usually used as feedback for the pupil but may:

- Provide an explanation of what the pupil has produced (eg. A description of a picture; a comment made by the pupil about the picture; the writing decoded for others to read)
- Highlight an objective that the pupil has met or on progress that has been made.
- Record the resources or support that has been provided for the child to access the learning objective

### D) Self-Assessment

All pupils should be encouraged to self-evaluate by identifying their own successes and an area for improvement/next step using the WALT/WILF as a guide. Children should not be encouraged just to rewrite the WALT.

### Guidelines

- A pupil's work should be marked using a different coloured pen (green) to that used by the pupil
- Self-Assessment/marking should be done by the pupil using a different coloured pen / crayon (purple) to that used by the teacher
- Self-Assessment/marking by the pupil should be acknowledged and responded to by the teacher

- Observations and notes should be made in the Early Years and KS1 as a form of effective Assessment for Learning
- Each piece of work should be marked with a positive comment and a development point (GT/CT) e.g.:
  - \* carefully selected adjectives
  - GT (gap task to address misconception) or CT (challenge task to add further challenge/extension). If work contains errors then a GT should be provided e.g. cloze, missing number, circle the word, choose the most appropriate etc. If all work correct provided a CT for children e.g. extension question or mastery question e.g. explain how, true or false, how do you know, is this correct?
- Comments should be written legibly and generally left to the end of a piece of work so as not to overshadow the pupil's work.
- The WALT should be ticked twice if it has been fully achieved. If a child has partly achieved the WALT then it can be ticked once. If the WALT has not been achieved it should not be ticked. E.g
  - WALT: use expanded noun phrases ✓✓ - got it!
  - WALT: use expanded noun phrases ✓ - partially achieved!
  - WALT: use expanded noun phrases - not got it!
- If work is supported by an adult then this should be indicated with the relevant code: G (group work), P (Paired Work), S (Supported Work) - children should be encouraged to be responsible for writing these codes.
- Pupils must be encouraged to undertake self-correction of their work before it is submitted for marking, in order that work of the best quality is submitted for marking by the teacher
- Pupils should be encouraged to self-assess their work. To make this process effective, self-assessment should be modelled so that it is focussed on the WALT/WILF. All children will be expected to draw a 😊 or ☹ at the end of a piece of work to show how they think they have performed. Children in KS2 will also be expected to write a short commentary to highlight their successes and/or their areas of development.
- Cold Writes are marked against given success criteria using a traffic light system. Hot writes are also marked against the same criteria on the same grid to show progress.
- Marking codes used are in Appendix 1.

### **Year Group Expectations for Marking**

	WALT Ticking	Positive Comment	GT or CT	Purple Pen Improvements	Self-Assessment	Peer Assessment
Nursery	✓	✓ Pictures and symbols used				
Reception	✓	✓ Pictures and symbols used	✓ Pictures and symbols used		✓ Colour in stamps	Can be modelled orally
Year 1	✓	✓ Pictures and symbols used	✓		✓ Colour in dots	Can be modelled orally
Year 2 (Purple pen for polishing)	✓	✓	✓	✓ depending on lesson	✓ WILF in pencil/ colour in dots	✓ depending on readiness of children
Year 3	✓	✓	✓	✓	✓	✓
Year 4	✓	✓	✓	✓	✓	✓
Year 5	✓	✓	✓	✓	✓	✓
Year 6	✓	✓	✓	✓	✓	✓

### **Teacher Absence**

Should any teacher be absent due to illness or INSET the supply teacher covering will be expected to maintain the marking as far as is reasonably possible.

Supply teachers initial work that they have undertaken and write (supply teacher) in brackets.

### **Monitoring and Evaluation**

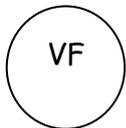
All staff will be expected to be familiar with the policy and apply it consistently. The SLT and subject leaders will monitor books and talk to pupils about their work. Feedback and support will then be provided to staff as appropriate.

## Appendix 1

### Marking

- Mark in green
- Mental Maths marked ✓ or X
- Spellings marked ✓ or X
- Marking Maths books green circle around answer or part of the calculation meaning check answer
- Marking English
  - \\ new paragraph
  - \_ line under word sp in margin for spelling mistake
  - \_? Need to talk to the pupil

### Agreed Codes:



Verbal Feedback (spoken to pupil about their work - children who are able should comment about what was said and what they will do as a result)

\* Indicates something done well

GT/CT Indicates a task to complete (it may be a mastery task for corrective task)

WALT✓✓ Indicates WALT achieved

WALT✓ Indicates WALT partially achieved

G / P / S Group Work / Paired Work / Supported Work

## Appendix 2

### Improvement prompts - GT/CT

The positive comment should be followed by one of two types of activities.

CT - If all the child's work is correct they should be provided with a mastery/greater depth task.

GT - If the child's work displays errors/misconceptions they should be provided with a short structured task to remind, scaffold or provided an example.

### Some Examples

Gap Task - GT	Challenge Task - CT
What is wrong with number ____ ? Three answers are wrong. Find them and see if you can work out why.	Can you order these numbers in a different way?
Circle how he felt: Angry            Annoyed            Upset Frustrated    or _____ your idea	Is this shape a hexagon? How do you know?
Fill in the gap with an adverb: The burglar ran _____ly towards the car park and drove off.	Now try this sum using larger numbers 2475 + 1523
Improve this sentence by adding...	Think of a better word than 'bad'.
Is there another way you could write this sentence...?	Tick which adverb would describe how the burglar ran: The burglar ran... Quickly            Slowly            Hesitantly Haphazardly    Chaotically _____ your idea
Can you find a way to write this in a shorter sentence?	Tell me two numbers that have a difference of 12.
Can you find the sentence that doesn't make sense and improve it?	Can you find a quicker way to do this?
Read your work...can you add 3 full stops...a question mark...an adverbial which says where...?	If the answer...what could the question be?
Please write another sentence which shows me how the caterpillar moved.	What would happen if...?
What new words have we learnt today? What do they mean?	What is you could not use...?
Write the steps to working out this calculation.	What if you could only use?
	How do you know that...

