

## Marking and Feedback Policy

This policy was adapted by Headteacher Lara Jeffries and Andy Mitchell. It will be presented in draft version to the full staff compliment for discussion and revision. The final version will be presented to Governors for consideration, approval and adoption.



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## Primary School

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### **CONTENTS**

- Introduction
- Aims and Objectives
- Equal Opportunities
- Organisation
- Monitoring and Evaluation

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## Primary School

### 1. INTRODUCTION

Marking and feedback are essential features of the process of promoting children's learning through the "Assessment for Learning" cycle. They provide vital dialogue between the child and their teacher.

At Heathcote Primary School, we believe that all marking and feedback should be meaningful, manageable and motivating. Children learn best when there are the highest expectations of their achievements and of the quality of their work. Effective marking and feedback creates an atmosphere of positive and purposeful effort, helps to raise children's self-esteem and encourages them to take pride in their work.

#### 1. AIMS AND OBJECTIVES

Through marking and feedback, we aim to:

- advance pupil progress and outcomes
- inform individual children of what they have done well
- support children's confidence and self-esteem in their learning by recognising good learning attitudes
- provide an audience for children's work
- identify next steps
- provide regular growing time for children to respond to next steps
- support teachers' assessment judgements to guide future planning, teaching and curriculum development

#### Marking and Feedback Objectives

We aim to:

- provide marking and feedback that is pertinent to the task
- be positive and constructive whilst identifying areas of difficulty
- provide marking and feedback that is appropriate to the age of the child and clear in meaning
- write legibly, modelling the schools' chosen handwriting style

# HEATHCOTE

## Primary School

- engage the children in a response to their work

### 2. EQUAL OPPORTUNITIES

Our marking and feedback procedures are free from bias, stereotyping and generalisation in respect of gender, class, race and ability. Marking and feedback for all children is fair and positive as well as identifying appropriate next steps relevant to the child's stage of development / learning.

### 3. ORGANISATION

We recognise that the quantity of marking and feedback will vary according to the type of task undertaken. Quantity of feedback should not be confused with quality.

#### Types of Marking and Feedback

Marking and feedback during the lesson: Verbal feedback during the lesson is frequently given to the whole class as mini-plenaries. Through effective explanations and questioning the teacher will help to clarify learning and address any misconceptions. Verbal feedback may also be given to an identified group of learners. Brief written feedback may be given during a 1:1 discussion with a child about their work.

**Light marking of work:** Where it is suitable to the learning objective (WALT), the work will be briefly marked to the WALT.

**Developmental marking:** In addition to marking to the WALT, where more incisive marking and feedback is required, a positive comment may be followed by a relevant skills-based next step to help the child to move their learning forward.

**Self-assessment and peer marking:** Children regularly self-assess their work. Peer marking may also be undertaken relative to the success criteria. This helped to empower the child to identify their learning needs

# HEATHCOTE

## Primary School

### Whole School Marking and Feedback Procedures

The following marking practices are used consistently throughout the school:

- Marking is carried out in **GREEN** handwriting pen so that the teacher's writing is easily visible. (The school supplies green handwriting pens to all staff)
- A "verbal feedback" stamp is used to show when work has been discussed with the child
- Teachers mark to the learning objective (WALT)
- As appropriate, teachers use highlighters to assess against the learning objective or WAGOLL (E.g. inverted commas highlighted to show accuracy)
- All pieces of work in a child's books will be at least light marked. (This is not necessary for Reading Journal activities.)
- Developmental marking will take place regularly in English and Mathematics (weekly / fortnightly as appropriate to current planning)
- Some marking symbols have been agreed by staff and they are used consistently throughout the school when appropriate (see Appendix 1 which is clearly displayed in all classrooms)
- Sensitivity is shown towards children's work and positive comments precede any next steps (2 \*s and a next step)
- Children regularly self-assess their work
- Gate-points / smiley faces / stamps / stickers are given to children for good quality work or for displaying good learning attitudes.
- The degree of maturity and ability of the child will affect the form and nature of marking and feedback

# HEATHCOTE

## Primary School

### Who is Involved with the Marking and Feedback?

- When suitable, children may mark their own work under the guidance of an adult.
- Another child may be involved in marking (peer assessment) when the criteria are understood.
- The teacher undertakes the majority of marking and feedback, especially for more complex tasks or when the work needs analysing to allow decisions about future learning to be made.
- The teacher is responsible for overseeing marking that takes place within the class
- When working with specific children, the Teaching Assistant will mark the work and provide feedback to the class teacher, as appropriate.
- Visiting teachers (Supply Teachers) should mark work completed during their lessons and write **ST** next to the marking comment.
- Marking should, where possible, be completed as soon as possible. Work should not usually be returned if it is not marked unless it is part of an extended task.

### Achievement of the Learning Objective (WALT)

Learning objectives are displayed in 'child speak' or shortened to meet individual pupils needs when appropriate. Older children usually record the WALT in their books whilst younger children may need adult support in this.

A 😊 or ✓ is written next to the WALT when it is partially achieved and 😊😊 or ✓✓ when it is fully achieved.

### Next Steps

The use of relevant targets / next steps accelerates a child's learning. Next steps are usually skills based and regular growing time is provided to allow the child to respond to the next step. When appropriate, intervention (post-teach) may also be provided to give the child additional practice with the key skill.

When a next step has been addressed the child will respond to it with a smiley face, their initials or a comment.

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## Primary School

### Lower Achieving Children

For children with special educational needs, some targets / next steps will be taken from the child's learning ladder.

### Child Self-Assessment

Children regularly self-assess their own work to show how confident they are with their work, whether they have understood the lesson, how they feel they have progressed etc.

Children may draw their own 'smiley faces' at the bottom of the work.

- 😊 work understood / good progress made
- 😐 work partially understood, but the child is not fully confident
- 😞 the child needs more help

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## Primary School

#### **4. MONITORING AND EVALUATION**

The marking in children's books is regularly monitored by the SMT and subject leaders, with written and verbal feedback given to members of staff. Where appropriate, subject leaders highlight good practice and identify areas for development, providing written / oral feedback to relevant staff to consider and discuss.

#### **5. FUTURE DEVELOPMENTS**

Marking and feedback will continue to be reviewed regularly.

#### **6. APPENDICES**















Appendix 1: Marking Symbols



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## Primary School

### Marking Symbols

- correct answers are marked with a 
- incorrect answers are marked with a 
- when answers have been corrected they are marked with 
- Independent Work 
- Target achieved 
- Positive comment / achievement 
- Next step 
- Missing punctuation 
- Spelling mistakes are underlined 
- Omissions are shown with 
- Missing sentences / changes are marked with 
- Missing paragraphs are marked with 
- Work was supported by an adult 
- Work has been marked by another teacher (Supply Teacher) 
- When working in a guided group 