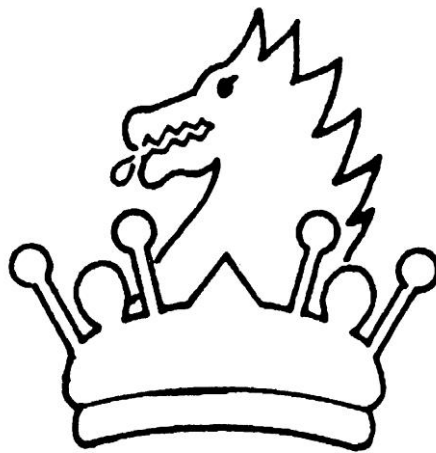


**WILLERSEY CHURCH OF ENGLAND
PRIMARY SCHOOL**



Effective Feedback & Marking Policy

Revised April 2017

WILLERSEY CHURCH OF ENGLAND PRIMARY SCHOOL
EFFECTIVE FEEDBACK AND MARKING POLICY (APRIL 2017)

1. Introduction

At Willersey Primary School, we believe feedback and marking should provide constructive feedback to every child, focussing on success and improvement needed against learning objectives; enabling children to become reflective learners and helping them to close the gap between their current performance and the desired performance. It is our aim to help pupils fulfil their full potential by giving them information which will move their learning forward. The marking of children's work is, therefore, an important part of teacher assessment. This policy sets out how staff at Willersey Primary School intend to ensure that marking at the school is an integral part of our assessment procedures. In short, marking should help children understand what they have done well, and be clear about how to improve and make visible signs of improvement.

2. Effective Marking and Feedback should:

- Provide clear feedback to pupils about the strengths and weaknesses in their work
- Recognise, encourage and reward pupils' effort and progress
- Relate to learning objectives which need to be shared with the children
- Involve all adults working with our children – including parents/carers
- Give children opportunities to become aware of and reflect on their learning needs
- Encourage pupils to strive to improve
- Direct pupils to what they need to do to improve their work
- Respond to individual needs, marking face-to-face when time allows, especially within a focus teaching group in R and Key Stage 1
- Be done away from the pupil (distance marking). Most marking in Key Stage 2 will be distance marking
- Inform future planning and individual target setting
- Be accessible to children
- Ultimately seen by children as positive in improving their learning
- Encourage and teach children to self-mark where appropriate e.g.: maths
- Help parents to understand the strengths and areas for development in their child's work
- Be manageable for teachers

3. Marking Procedures:

- A pen in a different colour to the pupil's writing implement can be used to write comments. Highlighters will be used to show work that meets (yellow) or is working towards (green) the learning objective. As far as possible, marking will be done daily – this could be oral or written or when a piece of work is completed.
- The TBAT (to be able to) statement for the piece of work should be highlighted to show if the learning objective has been met (yellow) or working towards (green).
- The following abbreviations may be used:
 - I - work was completed independently
 - TAS (+initials) – TA support (+ initials of TA)
 - WS – with support
 - GR - work was completed as part of group task
 - P – paired work

- VF – verbal feedback
 - SA – self assessment
 - MT – marked together
 - RM – respond to marking
 - WT – working towards
- Children may be involved in their own marking which could be shared, self or paired marking
 - Teachers will use feedback from marking to inform future targets and planning
 - Marking will be related to a clear learning objective, which has been shared with the pupils (therefore incorrect spellings may not always be corrected)
 - Good presentation is expected and may be marked
 - Marking will celebrate success whenever possible to raise self-esteem and encourage all children to work to their full potential
 - Sometimes a piece of work may be marked with a single tick and dated. This shows that it has been completed successfully. This is particularly appropriate for pieces of work which are designed to let children to practise and consolidate learning.
 - Some work may be graded or levelled in a way clearly understood by the pupils – e.g. smiley faces or stars.
 - Appropriate comments or prompt questions will be written in language that the child understands (this may assume comments are read to non-readers)
 - A particularly successful piece of work may be rewarded with a house point or a mention in the Gold Book in line with the school 's system of rewards. Class rewards may be given.

4. Strategies

4.1 Summative Feedback/Marking

This usually consists of ticks and crosses/dots and is associated with closed tasks or exercises.

4.2 Formative Feedback/Marking

With oral feedback, during a lesson, teachers' comments to children should focus firstly on issues about the learning objective and secondly on other features – e.g. spelling and handwriting.

5. Close the Gap Marking

Not all pieces of work can be 'quality marked'. Teachers need to decide whether work will simply be acknowledged or given detailed attention.

Wherever the task is open or narrative, feedback should focus first and foremost on the learning objective of the task. The emphasis in marking should be on both success against the learning objective and improvement needed to attain the learning objective. Focused comment should help the child in 'closing the gap' between what they have achieved and what they could have achieved. This could be set as a challenge question or extension question (for example '*what else could you say about the prince?*' '*say something about the prince's personality.*' '*try one of these words, handsome, elegant, arrogant.*')

At Willersey Primary School we aim to focus mark at least one written piece of work per pupil per week. These do not have to be in English books, especially where cross-curricula themes are used.

Highlight sentences or ideas in the writing which meet the lesson objective well in yellow. Green will be used to highlight areas to work on or improve. Write a suitable closing the gap comment. For very young and non-reading children these comments will be oral rather than written.

Useful 'Closing the Gap' comments are:

- A reminder prompt (these are more suitable for more able pupils and older pupils) This type of prompt reminds the child what could be improved: 'say more about how you feel about this person.' Most pupils need more support than a reminder prompt.
- A scaffolding prompt: (these are suitable for most children who need more support than a reminder prompt). 'can you describe how this person is a good friend?' or 'describe something that happened to show they were a good friend' or 'He showed me he was a good friend when (finish the sentence).
- An example prompt: (these are very useful for all children, but especially for those who are not confident writers. Children will often substitute their own improvement). 'choose one of these or your own – He is a good friend because he never says unkind things about me.' OR 'my friend is a friend because he is always nice to me.'

6. Secretarial Features

Spelling, punctuation and grammar etc should be evident in all subjects. Teachers will use our marking symbols to identify where aspects of punctuation and grammar need to be improved. Secretarial features should not be the focus for every piece of writing as children cannot effectively focus on too many things. When children have finished their work, they should be asked to check for errors and make necessary improvements. Only give pupils feedback on things that you have asked them to focus on.

7. Self Marking

As pupils become able to self-correct their work, this should be linked to the learning objective and the success criteria for that lesson. It is anticipated that children in Year 5 and Year 6 will formulate their own success criteria as appropriate. Success criteria will be outlined by members of staff for younger children. Opportunities should be provided at the end of a lesson for pupils to self-mark. This can be done in pen, highlighter or a contrasting coloured crayon (not felt-tip).

8. Shared Marking

Using a piece of work from a child this will be copied onto paper or scanned and used on the interactive board. This should be marked with the pupils highlighting the successes and identifying where there needs to be improvement. Different pupils' work should be chosen. Another strategy is to show two pieces of levelled work, with the same title and discuss the differences.

9. Organisation

The first 5-10 minutes of a lesson following the focused marking should, where possible, be used to get around the class to establish understanding of the prompts given. Pupils should then respond to the prompts, correcting errors or writing additional sentences as directed by the marking.

It may be necessary to set less work in the lesson following focused marking so that time can be allowed for the teacher to discuss issues with the children and enable them to correct errors. With younger children, prompts may be given orally. Where prompts are written, the teacher may need to ensure that the pupil understands how to respond to them.

This policy was reviewed in April 2017 and will continue to be reviewed by the, teaching staff and governors.

This policy is operated in line with statement of vision and ethos of Willersey C of E Primary School and its Equal Opportunities Policy.

Agreed by the Curriculum Committee

Signed:

Date:

Approved by the Governing Body:

Signed:

Date: