

A Policy for Marking and Feedback of Children's Work

RATIONALE

A policy for marking and feedback is necessary so that all teaching staff and children have a clear understanding of how and why children's work is assessed and that progress is maximised. This policy aims to promote and ensure consistency of marking throughout the school and lead to an improvement in standards of work. This policy is also written with staff workload in mind and teachers have been consulted.

PURPOSE

To clarify the procedures that staff should follow to ensure that marking and feedback is more than just whether an answer or piece of work is right or wrong and ensure that the focus is on feedback for impact. We must empower children to take responsibility for their own learning by various means. Marking and feedback should:

- Give children information about what their next steps should be
- Show children that we value their work
- Form part of teacher's on-going assessment
- Give the teacher and child an opportunity to feedback information to each other
- Provide an opportunity for dialogue between child and teacher and child to child
- Provide an opportunity for children to "fix" or up level their work
- Move the children's learning on

DEFINITIONS

WALT (We Are Learning To) – Lesson Objective

WILF (What I'm Looking For) – Success Criteria

FIX IT (Time given to reflect, up level and improve work)

FIT MARKING (A whole class approach to marking when repeated mistakes or improvements need to be made)

GUIDELINES

- Principles of effective marking and feedback *'Feedback is most effective when students do not have mastery or proficiency – and thus is thrived when there is error or incomplete knowing and understanding. Errors invite opportunity... they indicate a tension between what we know now and what we could know...'* Hattie, 2012

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- Marking and feedback is clearly linked to WALT , WILF and targets and therefore to children’s learning
- Teachers and children should identify and comment, sometimes orally, upon the achievement of these objectives and progress made towards them
- Teachers and children should identify and comment, sometimes orally, upon both strengths and areas for improvement
- Marking and feedback should contribute to raising standards by insisting on next steps in learning and ensuring targets for improvement are actioned
- Marking and feedback should inform both the teacher’s and the child’s future action
- Children must be given daily opportunities and time to read and reflect upon marking. This is known as ‘Fix It’ time and could form part of the lesson or a separate session
- Whole class feedback to take place, when appropriate, using a ‘whole class feedback sheet’. This is known as a FIT sheet, (Feedback and Improvement Time).
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The link between lesson WALT and marking

WALT and WILF are crucial to effective learning and teaching.

The purpose of marking and feedback is to assess children’s responses to our teaching and their progress in terms of their understanding and application of what has been taught. In teaching lessons and marking children’s work teachers will:

- Share WALT with the children, whenever appropriate
- Make clear to the children what is expected of them and for what key skills or knowledge their work will be marked (WILF) Focus marking on the key elements or objectives of our teaching eg speech marks, punctuation
- Ensure that written feedback comments relate to the extent to which the child has achieved the WALT and offer suggestions for improvement.
- A symbol system next to the WALT indicates the extent to which the WALT has been achieved (dot, tick or double tick.)
- More able children should have the freedom to extend themselves beyond the WILF and apply this independently to their work.
- ‘What separates the very good from the merely good, for gifted and talented pupils, is the willingness of teachers to ‘let go’ of prescribing outcomes. Promoting independent learning skills and creativity are the defining features of very effective teaching for able pupils in primary schools. (David Bell, former HMCI)

Managing marking and feedback

The marking, feedback and assessment of children's work must be manageable if it is to be effective. To be more effective teachers should plan how, when, and by whom children's work is to be marked and assessed. The following principles and factors should be taken into account and used to ensure that both the teacher's and the child's time is used effectively to promote learning and to raise standards, rather than painstakingly marking each and every piece of work in detail.

- Children should be involved in marking their own work and assessing their own progress – to do this they will use a range of strategies e.g. stars and wishes, traffic lights and marking ladders
- Whole class marking is an effective way to assess work and give feedback to the children
- It is not necessary to provide immediate feedback to children for each and every piece of work although all written work must be marked before it is returned to the child for their next task
- It is not necessary to assess and mark each and every piece of work in detail
- Assessment and marking should relate to the WALT
- Emphasis should be placed upon WALT and WILF

Emphasis should be placed upon those activities identified as assessment opportunities and targets.

Types of Marking

Teachers' well considered interventions, to prompt deeper thinking and swiftly correct misconceptions during the lesson. This will most likely take the form of verbal feedback although may include written comment and occurs through effective questioning to clarify or refocus.

Light Touch Marking, acknowledging and recognising attainment and/or progress, success and/or completion of work

Developmental Marking in which incisive feedback is given on success and attainment and response from children is required to strengthen the learning and teaching process in order to accelerate and deepen learning

Self or Peer assessment undertaken by the children

Fit Marking (Feedback and Improvement Time)

After children have worked in their English books, on an expended piece of work, the teacher completes a 'whole class feedback sheet', known as a FIT sheet (feedback and

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Improvement sheet). The teacher then shares the feedback, with the children, (whole class) explaining/re-teaching aspects of the lesson, focusing on both key children's misconceptions and celebrating children's successes. Any feedback actions completed by children are completed in purple pen. All pieces of work will have reviewed by the teacher and will still have some form of teacher marking, e.g. ticking or dotting the WALT, relevant marking symbols and rewards. Children should then be able to talk about how they have improved their in response to feedback.

Marking Guidelines

The following guidelines were formulated by all teaching staff

- Written marking by teachers or teaching assistants should always be done using a green pen
- Feedback, corrections and acknowledgements by children should be completed in a purple pen
- Try to use positive, constructive, developmental and where appropriate instructional comments when remarking upon the content of the work
- It can often be useful and developmental to ask children questions which require verbal and written responses or give commands to action. Using *Good*, *Well Tried* or *Neat Writing* although appropriate at times will not elicit a response and will provide little value if used routinely
- Marking should refer back to your WALT and WILF
- Opportunities should be found to mark work alongside a child
- Numerical responses such as 15/20 etc are only appropriate for tests and should not be used to place valued judgements upon a piece of work
- Every piece of a child's work must be marked before the next lesson, although not all may include developmental marking. The teacher must, however, be sensitive to presentation and the child's self esteem. Too many crossing outs and underlinings can be counter productive
- Working with partners and self-correcting does play an important part in the child's independent learning
- Children must be given daily opportunities to respond to the teacher's marking, complete corrections and read comments known as 'Fix It' time
- Corrections should be completed in an appropriate space around the corresponding piece of work
- Challenge stickers or other mastery questions may be used to extend learning for those children who have secured prior learning. These may be completed during 'Fix It' time, at other times outside the main lesson or as part of the lesson if appropriate.

Written work**Spelling, Punctuation and Grammatical errors**

The use of language and the effective communication of ideas permeate each and every part of the curriculum. It is therefore important to promote good standards of English and to teach correct spelling, punctuation and grammar in all aspects of the children's work. Children must be taught to communicate effectively in all areas of the curriculum.

Depth of Marking

At least one piece of writing and one piece of maths work should be developmentally marked each week which may include applied work in the foundation subjects.

Marking in the foundation subjects should follow the marking policy. All WALTs should be assessed using the appropriate tick, double tick symbols against the objective linked to Insights.

Managing Marking Workload

It is acknowledged that marking and feedback can become onerous if it has no impact on learning and can become a main cause of excessive teacher workload.

As a school, we believe in reflecting. Therefore, we do not do something because, 'that's what we've always done' or because, 'that's what everyone else is doing'. We do it because we believe there is a better way; a more effective way; that utilises our time and energy to make a greater impact on the lives of our children.

Marking and feedback is no different. We should always start by asking ourselves, 'why are we giving this feedback?' There are two main reasons:

- To motivate the child
- We can see an opportunity to move learning on by:
 - Addressing a misunderstanding
 - Reinforcing a skill or key piece of information
 - Extending a child's understanding or ability to do something

Types of feedback

If we follow this logic therefore, sometimes lots of children would benefit from a next step comment; other times, no one will. As a school, we encourage teachers to use their professional judgment to decide when is the right time to provide verbal feedback, to light touch mark, when it needs highlighting, or when a next step/developmental

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comment is the right approach. It goes without saying that this judgment needs to be based on what will most positively impact that child's progress.

Support for staff

SLT will work to ensure our marking and feedback policy and expectations are reasonable and proportionate. When monitoring of standards is undertaken, if necessary, we will have professional dialogues with teachers to understand why they have made certain choices and to offer further support and guidance where it might be required. Whilst this level of professional decision making is our ultimate goal, we understand that these judgments are difficult and, often, it can take time to develop a real understanding of when to use most effectively a particular type of feedback. If teachers need support or advice to mark effectively and efficiently or manage workload, they are encouraged please speak to another member of staff or member of SLT, any of whom will be more than happy to offer advice and support.

Policy no: 62**Marking Symbols**

To ensure an efficient and uniform approach we will use symbols when marking written work. Those that are appropriate for each year group will be displayed in each classroom.

The following symbols may be used depending on the subject and age of the learner:

//	denotes new paragraph
↑ and an underlined word or phrase	indicates up-levelling is needed
line through a word	denotes delete word
gm in margin and word underlined	denotes a grammatical error – corrected or for correction depending on need
sp in margin and word underlined	denotes a spelling error to correct
p in margin and circle in text KS1 teachers will just circle the missing punctuation	denotes a punctuation error to correct
^	denotes word or letter missing
•	denotes that the answer is wrong, correction not needed
•C	denotes that the answer is wrong, correction is needed
✓	denotes a correct answer
✓✓	denotes an answer that is especially good
T	indicates that child is to work with the teacher to explain a misconception
😊	a reward has been given – can be for attainment, progress or effort
VF	verbal feedback has been given
GG	the child has worked as part of a guided group

Punctuation and spelling should be corrected according to the age and ability of the child.

The amount of modelling and scaffolding of corrections for spellings, grammar and punctuation is dependent of the age and ability of the child.

Next to the WALT for assessment and feedback:

✓	understood
✓✓	very good understanding
•	needs further support

Marking in the Foundation Stage

During adult led activities marking is carried out verbally in most cases. A tick next to the WALT indicates that the target has been achieved and two ticks indicate the child is fully secure in the objective. The teacher will also indicate if a child has worked independently (INDEP) with support (SUPP) or with heavy support (H.SUPP). Next steps are also communicated verbally to the children and reinforced in the environment and may sometimes be written onto work for reference. Adult led work is collected in an individual curriculum folder for each child. During time in the environment, children's achievements are recorded in the class floor book. Teachers use the information from individual curriculum folders, the floor books and anecdotal information to inform their judgements when assessing at data points.

Use of Yellow Highlighters

For the younger children in school a teacher may highlight an error instead of using the •C symbol as this will quickly draw the children's attention to those errors the teacher wishes to be checked.

Child Response

Children must be given daily opportunities and time to read and reflect upon marking and feedback. These opportunities are an important aspect of children's self-assessment and learning. Children should be given opportunities to:

- Read and respond to a teacher's comments or questions set to extend thinking – known as challenge stickers
- Correct or repeat work
- Regularly review their work and learning
- Regularly analyse their own work for successes and areas for improvement
- Edit and improve using D.I.R.T time

Parental Involvement

It is important that parents know for what purposes work is to be marked and how they can become involved in monitoring their child's learning. For example by regularly looking at and commenting upon work completed at home, and by attending the book viewing evenings held at the beginning of each half term.

Reward Systems

Teachers are free to operate their own reward systems in their classrooms. These may include:

- Use of stamps and stickers
- Group points
- Reward tokens
- Certificates

Teachers are encouraged to build children's self-esteem and confidence by asking the Headteacher to reinforce praise and rewards. A letter can be sent directly to the child's parents by the Headteacher if requested. A sample letter can be found in the teacher share area of the server.

Rewards motivate children and build self-esteem. Where appropriate, the teacher should reinforce the reward with a clear message (verbally or written) about why the reward was given. Children need to know what was 'good', 'fantastic', 'brilliant' or 'much better' about their work if they are to use their good ideas again and develop them further. In using stamps, stickers, and certificates teachers must be sure of their own criteria (WILF) and ensure that their approach is consistent and fair to all children.

Summative Assessment

In some instances, teachers will level children's work against agreed criteria. This will be undertaken where information is going to be useful in assessing and planning for future learning. This is linked to the process of target setting in Literacy and Numeracy.

Success Criteria (WILF)

The implementation of this policy and effective teachers' marking and feedback should result in:

- Consistency in teacher's marking and feedback throughout the school
- Positive feedback from teachers, children and parents on the usefulness of teachers' marking and feedback
- An understanding on the part of the children of what is expected of them
- Children can articulate their strengths and areas for improvement
- Evidence of child progress in response to effective assessment, marking and feedback.

Conclusion

This policy has been drawn up to assist all teaching staff and support staff as to the best practices and procedures to ensure that children's work is valued and marked well to move learning on.

Monitoring

The implementation of this policy will be monitored:

- By the SLTC who will sample work on a regular basis providing feedback to colleagues as necessary
- By Subject Leaders who will follow the policy for Subject Leaders in terms of monitoring their subject
- By all staff sampling marking and feedback of work throughout the year.

It will be the responsibility of the Headteacher, Deputy Headteacher, Senior Teacher and Subject Co-ordinators to monitor whether this policy is being adhered to by all the staff.

Review: every 3 years

Next review: February 2025