

Whitby Heath Primary School

Excellence in a Caring Community



Marking & Feedback Policy

Policy Written	January 2018. Revised September 2020
Reviewed & Agreed by Governors	September 2020
Next Review	September 2021

Article 28 of the UN Convention on the Rights of the Child.

'Every child has the right to an education. Primary education must be free. Secondary education must be available for every child. Discipline in schools must respect children's dignity. Richer countries must help poorer countries achieve this.'

Article 29 of the UN Convention on the Rights of the Child (goals of education)

'Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.'

Rationale

Effective Marking is about assessment for learning not assessment of learning. The marking of work is therefore an important part of teacher assessment. Opportunities for learning are increased through pupils having a clear understanding of the objectives and expectations of a task and receiving appropriate and meaningful feedback in response to a task.

We believe feedback and marking should provide constructive feedback to every child, focusing on success and improvement needs against learning objectives and success criteria.

This policy sets out how staff at Whitby Heath intend to ensure that marking at the school is an integral part of our assessment procedures.

Effective Marking at Whitby Heath will:

- Help children become better learners by giving a clear picture of what they have done well and what they need to develop.
- Give recognition and praise for achievement and provide suggestions for the next learning task.
- Allow specific time given on a daily basis for children to read, reflect and respond to comments. For younger children in EYFS/Y1, this will be done orally, where appropriate.
- Relate to the learning objectives and not attempt to assess everything
- Help children understand the success criteria and how their work will be marked
- Use symbols that are consistent, unambiguous and appropriate to the child's maturity
- Be clear, readable and support our teaching of handwriting
- Enables parents to understand their child's strengths and development areas
- Be seen by children as positive in improving their learning/equip children with skills and encourage them to peer and self-assess
- Inform future planning and individual target setting
- Marking will celebrate success wherever possible in order to raise self-esteem and encourage all children to work to their full potential.

We aim to develop independent learners who have the ability to seek out and gain new skills, knowledge and understandings. We want our children to engage in self-reflection and to be able to identify the next steps in their learning. To this end we aim to equip children with the desire and capacity to take charge of their learning through developing the skills of self-assessment.

We acknowledge the importance of consistency in the way that children's work is marked and the involvement of children in the marking and assessment process across the school.

Marking Procedures:

- All work should be acknowledged although some learning may be corrected on a class basis.
- Not all pieces of work need to be marked with a detailed comment. Sometimes a piece of work will be marked with a single tick that shows that it has been completed successfully. This is particularly appropriate for pieces of work which are designed to allow children to practice and consolidate learning.

- Time will be made to allow children to reflect on marking and edit/improve their work on a regular basis.
- Marking must have IMPACT and contribute to rapid progress for all children.
- Make sure the children address any challenges or corrections in a brief timetabled 'Green for Grow time' each day, in **all** classes (Y1-6). Time is to be built into lessons or identified sessions e.g. SODA (Start of the Day Activity) for the children to absorb any comments written on their work or any oral feedback given. Children should have time to carry out improvements on a piece of work, according to suggestions given.

Involvement of the pupil

- Marking will involve the children identifying their own areas of development through self and peer assessment.
- Opportunities for children to evaluate their understanding and acknowledge success in relation to the learning objectives should be encouraged.
- Marking in the presence of the child is the best form of marking and it is preferable to mark in the presence of the child as often as possible.
- Colour dots for self-assessment **MUST** be completed for ALL English and Maths pieces of work.

Who marks work?

- Teacher alone
- Teachers alongside child
- Child alone - children should self-evaluate wherever possible. They should identify their own successes and look for improvement points. Plenaries can focus on this process as a way of analysing learning.
- Other children - use of WAGOLLs (what a good one looks like) should happen regularly to support success criteria for learning and peer marking. Children need to be trained to do this through extensive modelling with the whole class, establish ground rules.
- Teaching Assistants/student teachers on placement / supply teachers under the supervision of the class teacher
- Where work is marked by a supply teacher, this will be identified through the use of an ST code written at the top of a page.

Policy into Practice

Implementation/Marking Process

Whenever possible and where appropriate the pupil and teacher will discuss their learning, celebrate success and identify next learning steps and set future targets - the teacher will set this out as 'green for growth'. The teacher will clarify the pupil's understanding. A target may be written on the pupil's bespoke target card. (See Targets section).

The following agreed procedures for marking and correcting children's work should be implemented by all staff.

- Children's work should be marked as soon as possible after completion and, whenever possible, with the child/children. Always in time for the next learning experience for this work.

- Marking should always be **undertaken in green pen or with highlighters**.
- Written work across the curriculum is marked against the success criteria with areas of strength highlighted in pink (tickled pink) and an area for improvement highlighted green (green for grow). Spellings highlighted in blue.
- Green for growth comments are to be set as **ACTIONS** for a child to make e.g. 'Say more about how you feel about this person', 'Describe how this person is a good friend'. These can be set as questions, unfinished sentences/calculations or direct prompts.
- Marking should be limited to key learning objectives and success criteria for the individual.
- The marking of children's work can be verbal (VF = Verbal Feedback) or written BUT all work must be acknowledged. If verbal feedback by teacher write a T in front of the VF, if a teaching assistant place TA in front of the VF.
- Every piece of learning has a Learning Objective in 'child speak'. Learning objectives will be ticked when achieved.
- Marking Guidance keys (see Appendix 1) will be used consistently and be displayed in all classrooms so the children are clear of what is expected.
- Daily response time given. (Green for growth time).
- Children will complete green for growth in purple pens (Y2-6). Purple pens will be introduced to Year 1 children as they move through their first year in KS1.
- Green for growth completed actions will be acknowledged by the teacher.
- Symbols for marking must be used consistently across the school. A visual prompt for these must be displayed in the classroom at all times (see appendix) and if appropriate available for a child to have next to them in order to support the independent review of their work, (especially the case for SEN children).
- It is at the teacher's discretion to add an additional comment (or stamp) of encouragement or challenge at the end of the piece of work.

Codes to be used to show who has worked with the children

All work should be coded as to who has supported that particular piece of work. The following PIGs codes must be used in both English and Maths books and displayed in classrooms.

- P - child worked with a partner/in a pair
- I - children worked independently
- G - work guided by teacher
- S- adult supported activity
- If a pupil is absent their book must be annotated as such and dated.

Writing

- The teaching of pre cursive handwriting begins in EYFS and continues in KS1 so children join consistently by the end of Year 2. All children will move onto using pen when they are **CONSISTENTLY** using the school's agreed handwriting style (or for older children, their own legible handwriting style). A pen licence is awarded in celebration assembly.

Spelling

- **Incorrect spelling** will be marked by being highlighted in blue. These should focus on high frequency / key words appropriate to age & ability of the child.

On written pieces of learning produced by a pupil **UP TO 3 KEYWORDS** may be selected by the class teacher to be corrected. The child will practise these words during green for growth time, in lessons and for homework.

In Key Stage 1 the correct spelling should be written at the bottom of the page. The child should write this spelling correctly 3x and then write this word correctly within an independently written sentence.

In Key Stage 2 the correct spelling should be written at the bottom of the page. The child should write this spelling correctly 5x and then write this word correctly within two independently written sentences.

The spelling sentences should be marked. The child should be praised for the correct spelling in context and should only be challenged for other incorrect spellings in the sentences if these are below the level the child is working at.

More able children in KS2 should be challenged to use a dictionary to review their highlighted spellings. Then write the spelling correctly 5x and then within two independent sentences.

Maths

- The pupil will be given the opportunity to correct their learning if first attempts are incorrect. As appropriate the teacher will indicate that an answer is incorrect with a green for growth mark. General misconceptions are to be addressed at an appropriate time during the lesson or at a later lesson.
- Any time a child has a 'dot' it is expected that they will be given time to correct/revisit this mistake either alone or with the teacher in green for growth time. If this is addressed in class, a VF symbol (see below) can be used to show a teacher has intervened using verbal feedback.
- If a misconception is addressed after a lesson, the teacher should give scaffolding prompt or example and the child will complete this in purple pen/pencil during green for growth time.

It is the school policy that:

When a **teacher is working with a group** (i.e the guided session in any curriculum area) then Verbal Feedback is sufficient (using a green pen)

When a **Teaching Assistant is working with a group** they should mark using the TA VF (using a green pen).

Homework

Homework will be checked and discussed and acknowledgement made on completion. This work will not always be heavily marked or used for assessment purposes due to the differing levels of support which may have been given at home. Extended writing will be marked more thoroughly using the tickled pink/green for growth marking strategy.

Special Awards

Special awards will be given to the pupil at the discretion of the teacher; these may be for effort, attainment or both. This may be in the form of stickers, team points or a comment/sticker from the Headteacher.

Targets

All pupils in school have individual targets for Reading, Writing and Maths. These are kept in their books during lessons so they are easily accessible.

- Targets are in child's speak.
- Targets are **dated** by half term when set and **ticked** (in maths) or highlighted (in English) when evidenced and achieved.
- In Maths, both the child and the teacher will tick the relevant box when they feel the child has met the target. The child will only be assessed as completing the target once the teacher has ticked it.
- In Maths, targets will be aligned with Maths - No Problem! Each child will also be given two individual targets to work towards in that unit of work.
- In English, targets will appear on the cover page of each new unit of work. Upon completion of an English unit, children discuss their targets with class teacher and complete the reflection box.

Presentation

- Ensure high quality presentation is evidenced in all books and ensure all teachers and teaching assistants consistently apply these high expectations.
- Every piece of learning must be dated. The 'long' date must be used for all subjects apart from Maths e.g. Monday 1st September 2019, and the 'short' date used for Maths e.g. 1.9.19.
- Learning objectives will be ticked when achieved.
- DUMTUMS are to be used to reinforce correct layout and presentation - Date, underline (with a ruler), miss a line, title (Learning objective), underline (with a ruler), miss a line, start.
- A ruler is to be used for ALL straight lines.
- Self and peer assessment and feedback should be written in PURPLE pen (including in maths books)
- If worksheets are used these must be trimmed to size and stuck in neatly. They must not be folded so as not to detract from the value of the children's learning and the overall presentation.
- Pupil mistakes will be crossed out with a single line using a pencil and a ruler.
- Any unacceptable marks in or on books must be addressed.
- Pupil books must be neatly and clearly labelled with the pupil's full name, class, year group and subject.
- Pupils in Year 3 onwards will use pen/blue ink (when given a pen license) in all written work when appropriate (pencil to be used for Maths).

Monitoring and Evaluation

During the termly sharing of learning/pupil books staff will monitor the implementation of this policy. Book scrutiny checks will take place throughout the year as a monitoring procedure by the Senior Leadership Team and Subject Leads.

The performance indicators will be:

- a) an improvement in children's attainment and progress
- c) consistency in marking across the key stages and between years
- d) an awareness of the part the children play and of what is expected of them.

Appendix

What does the marking in my book mean?



C/L	You need to add a capital letter or a capital letter has been used incorrectly*
P	Your punctuation is wrong or missing and needs checking , ! ' ? " * *
//	A new paragraph is needed here*
^	You have missed a word out here (indicated where word is missing)
?	This does not make sense*
/	A new line is required (indicated where line is missing)
TVF/TAVF	You have talked about your work with your Teacher or Teaching Assistant*

*Symbols to be placed in the margin on the line where omitted