



Marking and Feedback Policy

Revised by: Holly Haughton October 2023

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Rationale

All forms of marking and feedback are crucial to the success of children. It is to close the gap between what they know and what they do not know or to fill the gap between where they are and where they are going. Marking and feedback in the moment is a vital form of communication between child and teacher/teaching assistant. It enables children to become reflective learners and helps them to close the gap between what they can currently do and what we would like them to be able to do. It is part of the assessment process in that it gives both the teacher and pupil an opportunity to identify strengths and weaknesses.

For feedback to be effective John Hattie argues that it needs to be:

- clear, purposeful, meaningful and compatible with pupils' prior knowledge, and to provide logical connections
- directed at the right level, so it can assist students to comprehend, engage, or develop effective strategies to process the information intended to be learnt
- combined with effective instruction in classrooms, and focus on what is being learnt (learning intention) and how students should go about it (success criteria)
- occur as the pupils are doing the learning
- provide information on how and why the pupil has or has not met the criteria
- provide strategies to help the pupil to improve

Live Marking

At Wheelock, the 'Live Marking' approach is adopted to enable all children to receive effective and instant feedback to feed forward. Verbal feedback and dialogue should be embedded within every session. It should be specific to the learning objective and should identify both positives and next steps so that the child has a clear understanding of how to move their learning forward. Every pupil should receive verbal feedback on a regular basis.

During the lesson, teachers and all additional adults will effectively intervene in the moment and give feedback, verbally and in the moment remodelling of misconceptions, consolidating learning or moving the learning forward. This should be quick and remain positive encouraging a Growth Mindset, resilience, striving for accuracy and children's learning efforts. Marking in the moment will allow children to identify areas for improvement and will enable children them to take greater ownership to correct through self-regulation.

Tickled Pink

Pink is used by staff to identify any successes and achievements. This can be in the form of ticks, circling, highlighting or underlining features linked to the learning objective. This can be completed during lesson time or when marking remotely.

Blue for Better

Blue is used to identify areas for improvement within a piece of work. These should be carefully targeted at the child's level of learning. Below are some examples of how we will use Blue to identify improvements:

- Misspelt words (sp). Teacher to prioritise spellings of key vocabulary, common exception words and phonics sounds. A maximum of three spellings in KS1 and a maximum of five spellings in KS2.
- A sentence to re-write underlined in blue
- A success criterion to be developed further (this may also be given verbally during lessons)
- Identification of a misconception/incorrect answer
- Number or letter formation
- VF in blue to indicate to the child that they need to speak with their teacher.

Purple Polishing

Any feedback given to children by an adult, either verbally or in writing will be responded to by the children using purple. This will evidence the live marking that has taken place during lessons. Children will use pencil/black pen (age dependent) when editing and correcting their work independently. Teachers need to provide pupils with the time to address feedback – this is done at the discretion of the teachers and is completed in way that supports the age and needs of the children.

Marking Codes

The following codes are used to mark a piece of work.

S Scaffolded by an adult – be specific with the parts that you have scaffolded.

VF Verbal feedback is required

SP Spellings to be addressed in the margin and underlined dependent on the age of the child. You can give an example of this if required below the work. Child to practice and apply in work.

CL Capital letters

→ Number or letter formation (children to practise next to your modelled example)

Ⓟ Punctuation - indicate in the margin. Teacher can also add the punctuation mark that needs addressing.

↑ Word/letter omission

These codes are displayed in every classroom so that children understand their marking.

Foundation Subjects

For foundation subjects teachers will tick/highlight the learning objective and success criteria (where appropriate) in pink to show the children whether they have been successful within the lesson. If a child has not met the objective, then this will be indicated with a blue VF and the teacher will provide time to practise further. Key spellings will still be addressed across the curriculum.

Inclusion

When marking the work of children with Special educational Needs and Disabilities, we take into account the wide range of abilities of our children. Children's individual education plans will be used to support when marking and giving feedback. Extra support is given and the curriculum is scaffolded to meet their individual needs, whilst ensuring access to a full and varied curriculum along with their peers. Reasonable adjustments will be made so that every SEND child can fully access the curriculum and will be given feedback appropriate to their learning.

Equal Opportunities

All children are provided with equal access to marking and feedback regardless of gender, ethnicity, religion, socio-economic background or any other distinction.

Responsibility

All teachers and teaching assistants are responsible for following this policy. Key Stage and subject leaders are responsible for ensuring that the policy is being followed within their key stage / subject (where appropriate) and for addressing any inconsistencies either in person, or by reporting them to the Head of School.