



Whole School Policy for:

Marking and Feedback

Response to Children's Work

Appendices:

- Appendix 1 – Example of written feedback marking (English)
- Appendix 2 – Example of written feedback marking (Mathematics)
- Appendix 3 – Example of written feedback marking (Wider Curriculum)
- Appendix 4 – Prompts for moving on comments

POLICY FOR FEEDBACK MARKING

Introduction

This marking policy gives guidance to staff on the expectations of response to children in their written work and oral response and their behaviour in our school. The policy for response to children's work relies on the learning activities having a clear appropriate objective, shared with the children at the start and assessed against success criteria at the end.

Aims

- All marking or responses have a clear purpose for both children and teachers and other adults
- Marking reflects the learning focus for the lesson
- Marking leads children towards self-assessment and self-correction
- Across the school, we share a consistent approach to marking

Purpose

- To feedback on whether the child has met the learning focus for the lesson
- To provide children with clear feedback about how they can improve their work in a moving on comment
- To demonstrate the value of work and celebrate achievements
- To assess pupils' knowledge and understanding and plan the next steps in their learning
- To promote high expectations of each child
- To encourage self and peer assessments so that the child is increasingly able to recognise points for action from their own and others work

Our marking or response to children's learning will be either written or spoken and will focus on the child's next steps.

The Most Effective Feedback

The most effective form of feedback is verbal feedback which takes place with the child. Where this occurs, 'VF' could be marked in books. The use of a green pen, immediately followed by a purple pen, shows teacher/pupil discussion. Teachers will not be required to record the conversation. We aim to give 'in the moment' feedback alongside the child wherever possible.

The purpose of verbal feedback is:

- To discuss where and why the work is successful with the child (explicitly linking to the success criteria or steps to success)
- To assess understanding
- To address misconceptions
- To discuss what the child needs to improve, edit or correct.
- To discuss the next steps in learning with the child.
- To extend and challenge.

With classes of a large number, it is not always possible to provide every child in one lesson 'in the moment feedback'. Where 'in the moment' feedback is not possible, work will be marked and distance written feedback will be given at least once a week.

Inclusion

At Wisbech St Mary, we aim for our marking to be relevant to the age and the ability level of the individual pupils. This will include written, oral and pictorial feedback.

General Procedures for marking

Staff should aim to adhere to these principles:

- The approach to marking is **consistent** across the school
- Green or blue ink is used to comment (dependent on role)
- Work should be marked promptly and with the children when possible
- Highlighting may be used to focus marking
- Legible clear handwriting, which models the school handwriting style, should be used
- Comments should be made with proper spelling, punctuation and grammar
- Comments should support the achievement of the learning focus
- Comments should include realistic and achievable targets for future work
- Comments should be presented in a way which is appropriate to the age and the ability of the child for which it is intended
- All marking is based on the individual child's ability.

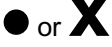
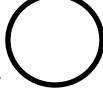
Each will include a set of success criteria (referred to steps for success) to self-assess against; this success criteria explains what the children need to show, do or know by the end of the lesson to have achieved the learning focus.

Peer-Assessment and Self-Assessment

When appropriate children will work with peers to check/edit work and provide feedback. Where children have peer marked, they will write 'PA' at the bottom of the piece of work and sign their name. Children may also be given the time/opportunity to do this on their own; where children have self-assessed, they will write 'SA' at the bottom of the piece of work and sign their name.

Codes to be used when marking work

Each piece of work marked will use the codes below, where applicable. The piece of work should also be initialled/signed and dated

	Next to the WALT means that the child has not achieved the WALT and will need a moving on comment to secure their learning, (in R.E this would be the key question.)
	Next to the WALT means that the child has achieved the WALT. You may choose to give a moving on comment to further extend their learning, (in R.E this would be the key question.)
	A tick should be placed next to each of the Steps to Success to show which have been achieved during the lesson.
	This should be used to signal a 'moving on' comment at the end of the work. A positive comment should be made about the child's work (ensure this is related to the learning) followed by an opportunity for the child's learning to be secured, supported or accelerated.
	The incorrect spelling should be underlined and the child given the opportunity to use a dictionary or other resource to find correct spelling. Above the spelling, teachers may choose to write the first two letters of the word to support them. The correct spelling can then be written above the incorrect word in purple polisher. The incorrect punctuation should also be underlined and the child given an opportunity to rectify their mistake in the following lesson using purple polisher.
	Orange highlighter is to be used to show when there is exceptional use of vocabulary, phrases or use of grammar and punctuation. This is used to celebrate achievement.
	Could be used to show the children need to add in more detail to their work.
	Could be used to show that this particular part of the child's work does not make sense and needs looking at further.
	Could be used to signal when the child should have started a new paragraph.
	Could be used when a child has omitted a word or piece of punctuation. Child should be given the opportunity to add word or punctuation in the following lesson using purple polisher.
 or 	Next to incorrect calculation or problem in Maths . Children should be given the opportunity to correct their work e.g. in the next lesson.
	Could be used to show that verbal feedback has been given. Bullet points can be used to should important points discussed.
ST, HLTA or CT	ST for Supply Teacher, HLTA for Higher Level Teaching Assistant or CT for Cover Teacher, may be written next to WALT to indicate if it was not the regular class teacher who delivered the lesson.
	Teacher will mark/edit work in in green pen.
	Support staff will mark/edit work in in blue pen.
 	Children use pencil or black ink to complete their work and purple ink will be used by children where they have made edits/improvements to their work.

Feeding back to children

When working with children about our response to their written work, we will directly talk with them explaining our comments and stamp selected so they understand the context of our comments and how they can improve next time. When a moving on comment (feedback) has been responded to by the child, it should be acknowledged with initials/signature of the teacher/TA. We will support TAs to support the use of this policy.

The chart below indicates the minimum response required when responding to children's learning. (An example of feedback marking in Writing, Mathematics, and Wider Curriculum can be found in the Appendices.)

Curriculum area/ aspect of learning	Minimum response by teacher
English and Mathematics	Verbal feedback will be given to children about their learning when/if appropriate. For each piece of written work: • use codes to identify spelling, grammar, or punctuation errors (no more than 3 of each) – this is more likely to be used in distance marking, but may be used in verbal feedback as well. • highlight in orange if there is something that needs to be celebrated For one piece of written work each week: Moving on comment or prompts could be used (see Appendix 4)
Children's response in ICT/Computing	Verbal feedback will be given to children about their learning when/if appropriate.
Science, Religious Education and Wider Curriculum (other non-discrete areas of the curriculum e.g. History, Geography, Art/DT, etc.)	Verbal feedback will be given to children about their learning when/if appropriate. For each piece of written work: • use codes to identify spelling, grammar, or punctuation errors (no more than 3 of each) – this is more likely to be used in distance marking, but may be used in verbal feedback as well. • Acknowledgement of completion of learning focus; any improving feedback will be given verbally to maintain the presentation of the children's work. • highlight in orange if there is something that needs to be celebrated For one piece of work per half term: Moving on comment or prompts to be used (see Appendix 4)
Children's response in all PE aspects	Verbal feedback will be given to children about their learning. • Use children as role models for the activity • Children comment on a group/ or individual working • Children self-assess or peer-assess • Use appropriate vocab reiterating new learned vocabulary
Behaviour in and around school	Verbal feedback will be given to children about their learning • Oral moving on comments and explain they can improve; in other words explaining your comments to them. • Praise children for appropriate behaviour
Attendance We have to improve our attendance and this links our knowledge of children's attendance with improving school attendance stats.	• Assemblies: we celebrate attendance (weekly, ½ termly, termly) • Display in each class of attendance of the children daily • Displayed on our website • Celebrated at the end of a half term/full term • Attendance is also monitored by our attendance officer

The Marking of Written Language

- An action for the child to make an improvement in their piece of written work or a target for something to be improved upon in future written work – this may be verbally feedback during the lesson ('in the moment') or as a written comment (distance marking)
- No more than three examples of spelling, grammar, or punctuation errors will be identified (using codes) in any one piece of work. However, the adult may ask the child to identify and correct any further errors as well as the ones identified.
- Adults' corrections or comments should be made in the margins or at the end of a child's work, not in or overtop of their writing.
- **Orange highlighting** (under the child's writing) will indicate to the child something that is to be celebrated.
- Children to write a line, miss a line, to allow for editing to be made during the lesson.
- Children, who cannot read the comments made, will need to be present when the work is marked ('in the moment marking'), or have the comment read to them.

The Marking of Numerical Calculations

Marking for numerical work should include:

- A tick to indicate that a calculation is correct
- A **.** **X** or **circle** should be used to signify a mistake and a circle to be placed around digits/numbers/operations that are incorrect.
- A comment to correct any misconceptions or to identify an area to focus on in the next piece of work (indicated by an **arrow**)
- **Orange highlighting** (under the child's writing) will indicate to the child something that is to be celebrated.
- Children, who cannot read the comments made, will need to be present when the work is marked ('in the moment marking'), or have the comment read to them.

Feedback for activities not recorded

This feedback will need to be more immediate in its response and should include:

- An oral response to the work, completed during the activity or during the plenary. (Teacher lead, peer discussion and self-assessment)
- An oral response to how the work completed can be improved. (Teacher lead, peer discussion and self-assessment)

We will use written and oral comments

Now... (task to be completed by the child)

Next time... (reflective comment, or example, to be applied to future work)

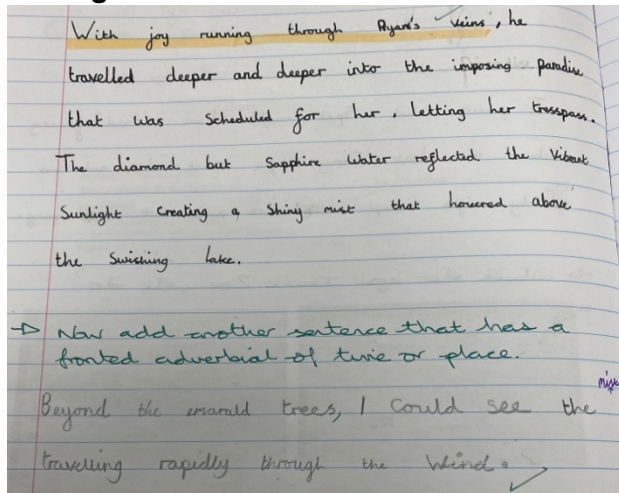
When appropriate we will directly talk with children about our response to their written work ('in the moment marking') explaining our comments so they understand the context and how they can improve next time.

Responses from children

Children should use a 'purple polishing pen' to correct and edit work. It should also be used to respond to moving on comments in **all areas** of the curriculum.

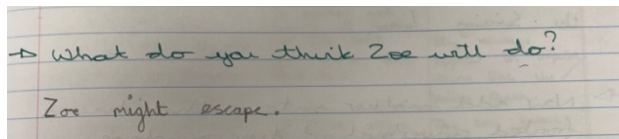
Appendix 1 – Example of written feedback marking in English

Writing



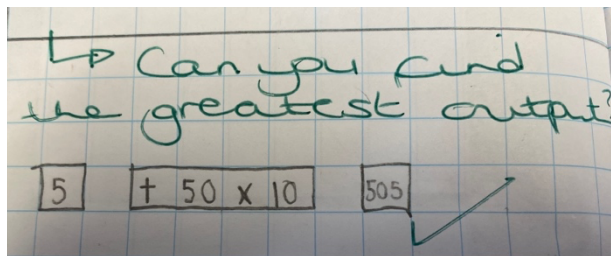
This example shows how the marking has recognised that the child has written a sentence using a fronted adverbial of manner (the outcome of the lesson) using orange highlighter. The feedback has encouraged the child to extend their writing by considering a other ways to implement the learning outcome. This allows the teacher to check understanding. It also shows how editing is expected when children respond to feedback, as well as the main body of the work.

Reading

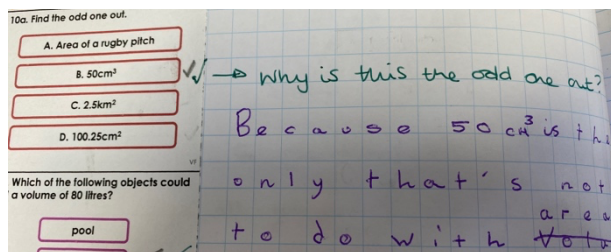


This feedback has encouraged the child to think more deeply about a character. This will allow the teacher to check the child's understanding of the text, based on their predictions.

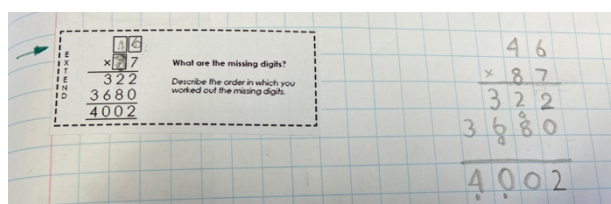
Appendix 2 –Example of written feedback marking in Mathematics



This example shows how the marking has encouraged the child to extend their thinking by finding the greatest output. This allows the teacher to check understanding and extend thinking about the behaviour of numbers.

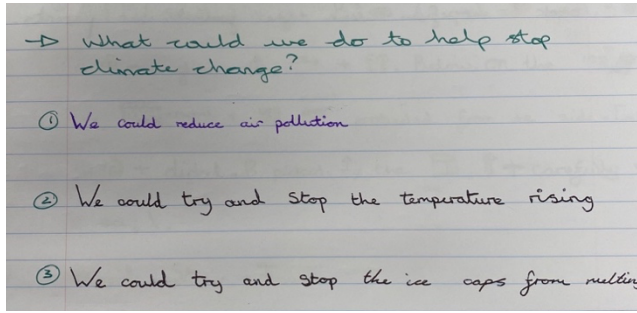


This example extends the child's thinking by applying their knowledge to a missing number problem. This will consolidate understanding of this area of maths.



This example asks the children to explain. It allows children to think more deeply into their answers and explain their reasoning and prove their answers.

Appendix 3 – Example of written feedback marking in the Wider Curriculum



This example asks the child to further explain an element of the learning and extends their understanding. It allows the child to deepen their understanding.

Appendix 4 – Prompts for moving on comments

Reminder prompt

Most suitable for children who have (mostly) achieved the learning objective, but need to move towards a deeper understanding. This simply reminds the children of what can be improved. For example:

- Say what you thought this.
- Say how you think this made you feel
- Use more adjectives and adverbs here
- Think of a better word than '**bad**'
- Can you describe James?
- How is your story going to end?

Scaffold prompt

Suitable for children who need more structure than a simple reminder, this prompt give some support. For example:

- Why was it a dismal time?
- Why did he hate being there?
- How do you think...felt?
- Do you think he might have regretted anything he had done?
- Let's use some adverbs to describe how they fought?
- Fill in the words –
Jason tried...to distract him, but the dragon...used his strength to get past.
- What type of boy was James? Good, bad, kind, naughty? James was a...

Example prompt

Extremely successful with all children, but especially with average or below average children, this prompt gives the child a choice of actual words or phrases. For example:

- Choose one of these or your own.
It was dismal because I was bored all the time.
I found it dismal having only granddad to talk to.
- How do you think he felt?
Angry that people did not trust him.
Annoyed with himself for lying in the past
- Try one of these or your own instead of bad –
Ferocious, evil or terrifying

6 Closing the Gap Comments in Maths	
Closed response	Now try this: or... Put these numbers in order:
Open ended	Find 3 ways/answers... eg. Which number could go here?
Explaining	Finish this sentence: eg. Acute angle are...
Reasoning	Explain why... eg. Explain why 0.57 is less than 0.6. Define symmetry.
Encouraging reflection	eg. Could there be a quicker way of doing this? Why did you choose this method?
Extending	What if...? eg. Would it work for a rectangle?