



Feedback and Marking Policy Details:

Reviewed: September 2019

Next review: September 2020

Policy history:

September 2019	Policy updated	Steph Watson
July 2018	Policy reviewed in line with review of Teaching & Learning Policy, using Bannockburn policy in order to add clarity to the types of marking	James Bancroft
September 2017	Policy completely updated, using Foxfield Primary School policy	Angela Culshaw, James Bancroft, Rob Lawrie
Summer 2011	Policy written	Graham Prince

This policy was reviewed at the Autumn 2 2019 Local Advisory Board meeting.



Feedback and Marking Policy

At Wistaston Church Lane Academy, we recognise the importance of feedback as part of the teaching and learning cycle, and aim to maximise the effectiveness of its use in practice. We are also mindful of the workload implications of written marking, and of the research surrounding effective feedback. We want our feedback to be efficient and move children's learning on.

Key Principles

- Feedback and marking is used to further children's learning by identifying next steps and celebrating success.
- Feedback delivered closest to the point of action is most effective, and as such it is recognised that feedback delivered in lessons is more effective than comments provided at a later date;
- Feedback aims to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress.
- Feedback will empower children to take responsibility for their own learning.
- Children are aware of (or play a part in creating) the criteria that their work will be marked against to enable them to be succeed.

Feedback and marking in practice

It is vital that teachers evaluate the work that children undertake in lessons, and use information obtained from this to allow them to adjust their teaching. Feedback occurs at one of three common stages in the learning process:

1. **Immediate feedback** – at the point of teaching
2. **Summary feedback** – at the end of a lesson/task
3. **Review feedback** – away from the point of teaching (including written comments)

The stages are deliberately numbered in order of priority, noting that feedback closest to the point of teaching and learning is likely to be most effective in driving further improvement and learning, especially for younger pupils. As a school, we place considerable emphasis on the provision of immediate feedback. Where feedback is based on review of work completed, the focus will often be on providing feedback for the teacher to further adapt teaching.



Marking at Church Lane

Key Principles

Marking work regularly is a fundamental principle at Wistaston Church Lane and the marking of children's books is monitored regularly. All pupils' work is to be marked according to school policy. To be consistent in our practice, we require that all staff follow the quality standards.

Marking should aim to:

- Recognise achievement and celebrate success
- Provide development points
- Inform planning

Guidelines

All class work and homework is acknowledged by the teacher using a form of feedback e.g. verbal, written, peer.

- ☑ When marking, teachers should mark work in direct response to the learning objective and the lesson's success criteria.
- ☑ Class teachers are responsible for the marking in their class. TA's who are working with groups or classes, should be involved in the marking process.
- ☑ All pieces of work completed in Maths or English should be marked at least weekly and work completed in in all other subjects at least fortnightly.
- ☑ Marking should be consistent within year groups and across Key Stages.
- ☑ Children should be given opportunities to respond to comments made regularly.

What does marking look like at Wistaston Church Lane?

- ✓ Positive comments about a piece of work will be written in **GREEN** pen (**Green for Good!**) and comments looking at how to develop work will be written in **PINK** pen (**Pink for Think!**). Both should be used on pieces of work but occasionally only one may be used. **PINK** and **GREEN** highlighters are also be used to direct a child to a specific area of their learning as part of the feedback process.
- ✓ A **GREEN** coloured highlighter pen is used to show examples where the child has very successfully demonstrated an understanding of the learning objective and success criteria.
- ✓ A **PINK** highlighter pen is used to show an area for improvement. A next step will be written to help the child know how to make the specific improvement. Opportunities are given for these points to be shared, reflected.
- ✓ If a child makes a mistake deemed to be a **basic skill**, this may be commented on or highlighted by the teacher. However, not all mistakes will be identified.
- ✓ Where verbal feedback has taken place, 'VF' will be written in the book.



- ✓ 😊😊😊 will be used to identify if children have met the learning ob.
- ✓ When marking English content, there will be occasions where the teacher will need to mark punctuation, spellings, grammar etc. These will be marked in the margin using the symbols below.

Symbol	What does it mean?
//	New paragraph needed
^	Missing word
sp	Spelling error
p	Punctuation error
T	Tense error
C	Capital letter
V	Vocabulary choice
rw	Rewrite a section
?	What do you mean?

- ✓ All marking should follow the school's handwriting scheme and be grammatically accurate.
- ✓ There may be other codes agreed by the teacher with the class
- ✓ Written comments are age and/or ability appropriate.
- ✓ In Maths, errors may be marked with a ● and ticks are used to identify if something is correct.

Written Marking in EYFS

- ✓ This marking policy, where appropriate, will be used in the Autumn Term.
- ✓ The Purple Polishing Pen will be introduced and used after Christmas.
- ✓ Pedagog stamps will be used to support children in understanding feedback.

How children mark at Church Lane

- ❖ Children use self-assessment faces to show their own perception of their learning through the use of smiley faces. These will be drawn neatly next to the learning objective.
 - 😊 – I feel that I have met the objective
 - 😐 – I have had a good go at the objective but am not as confident as I would like to be.
 - 😞 – I have not met the objective and I need further support.
- ❖ Pupils may mark the work of their peers. This is done to further the learning of each child involved only. If pupils are asked to write in another child's book they are expected to use their best handwriting and presentation skills and **only** do so in pencil.



- ❖ Children will use **PURPLE POLISHING PENS** to edit and make amendments to their work prior and when responding to marking.
- ❖ 'Reflection Time' will be scheduled every week to provide children with opportunities to respond to marking comments.

Monitoring

- ☑ Throughout the academic year, members of the SLT, Key Stage Leaders and Subject Leaders will regularly monitor the quality and regularity of marking in pupils' books by undertaking 'Book Looks'. These Book Looks allow the school to ensure that marking is undertaken according to school policy. It also provides useful feedback to teachers. 'Book Looks' are undertaken across all subject areas.

Outcomes

- ☑ Marking is seen, both by the teacher and the child, as a positive, encouraging experience – a process which enhances self-esteem and self-confidence. Success is celebrated, future learning is informed, achievable targets are set and progress is monitored.
- ☑ The ultimate aim is that through this process of positive celebration and sharing of work, children are encouraged to become confident about how they can move their learning forward. The process should encourage children to become independent learners and be able to evaluate their own work through shared strategies.