

A FAMILY, A FOUNDATION, A FUTURE

Whitminster Endowed C of E Primary School

Feedback and Marking Policy (Also see Assessment policy)

Agreed by Governors: Spring Term 25
Review Date: Spring Term 2027

INTRODUCTION

At Whitminster School we believe that learning will be enhanced through a variety of response strategies in order to give the children an indication of what they have done well, what progress has been made, which aspects of their work need attention and improvement and how best to achieve further progress.

Effective feedback is motivational and empowering. It should:

- *cause thinking; and*
- *make pupils accountable for responding to it.*

Dylan Williams

AIMS AND OBJECTIVES

The following elements may be combined and evident in the marking of any piece of work; however, this will depend on the age, ability and confidence of the child.

Marking and feedback should:

- Be made throughout the lesson to reflect on learning;
- Be manageable and purposeful for teachers;
- Relate to learning objectives and success criteria, which have been shared with the children
- Be used as Assessment for Learning
- Give children opportunities to become aware of and reflect on their learning;
- Give recognition and praise for achievements;
- Give clear strategies for improvement;
- Allow specific time for children to read, reflect and respond to feedback and make improvements during the lesson;
- Respond to individual learning needs;
- Inform future planning;
- Be accessible to all children;
- Be used consistently throughout the school;
- Be seen by the children as positive in improving their learning.

As a staff we will use our marking strategies to help promote and monitor:

- Standards of attainment – making significant gains in learning
- Progress and improvement over time - making sustained gains in learning
- Standards of presentation
- Originality, expression and opinion in children's work

At Whitminster we aim to provide motivation and self esteem through our response to their work. To this end, teachers will seek to demonstrate to the children that their work is valued, encourage them to take pride in their work, include clear identification of successes and ideas to prompt improvement.

Teachers may use and share good work to demonstrate expectation of standard (displays, assemblies) and use the reward system to assist in the process of motivating, encouraging and celebrating children's achievements.

Teachers provide pupils with incisive feedback, in line with the school's assessment policy, about what pupils can do to improve their knowledge, understanding and skills. The pupils use this feedback effectively.

OFSTED 2016

PURPOSE AND PRINCIPLES

At Whitminster School we believe that the nature of the response is determined by the lesson objectives. Our policy is to mark during the lesson for guided groups and where in depth comment is needed a focus group will be selected. Certain pieces of work may contain little or no written evidence of teacher marking. This does not mean that the teacher has not seen the work and responded to it with the child.

WHO IS THE MARKING FOR?

Children: most importantly identifying what has been achieved and supporting the next steps;

Teachers: will use children's response and their own judgments to assess attainment, progress and to identify misconceptions. They will use this information to help with future planning of appropriate work, record keeping and target setting.

Parents: are encouraged to support the learning/response process.

Other Agencies: To make judgments about attainments, progress and misconceptions

STRATEGIES

Our feedback strategies will include:

- Marking to reflect objective of the lesson
- Sharing lesson objectives with the children highlighting and restating where necessary and asking the children to reflect on this at the end of the lesson sharing their understanding of what they have learnt either in a written or verbal response and a short example of their understanding. (We learnt today...)
- Discussion of work with children to talk over expectations (Non-negotiables)
- Written comments on the children's work by the teacher in focused marking groups
- Annotation of children's work during lessons – draft marking with the child
- Teacher's handwriting should be a good model to the children.
- Timetabling and guided work
- Using school code for marking (See Appendix 1)
- Ensuring that there is time for pupils to respond to the feedback marking.

Also where appropriate:

- * Child's own redrafting/checking/marking
- * Peer marking/checking/evaluation of work
- * Group discussion and positive evaluation of achievement

And by agreement ...

- * Positive parental comment and encouragement e.g. in-home reading record books and maths tasks.

Responding to Feedback

Teachers will plan in dedicated time for children to respond to marking and feedback either immediately or after a unit of work.

FORMS OF MARKING

In our school we use an agreed code when marking whether verbally or written:

Brilliant Blue	Teacher and children mark in blue Detailed feedback is given verbally or written.
Growing Green	These maybe written to extend learning.
Purple Polishing (Yr 1- 6 only)	Editing of work by either the teacher, peers or self-marking in English and Maths.

- The best marking and feedback is without doubt the dialogue that takes place between teacher and child while the task is being completed.
- Not all pieces of work can be marked in detail. Staff need to decide which pieces of work will be given detailed attention.

- The main objective of marking and feedback is not to find fault, but to help children learn. If children's work is well matched to their abilities, then errors that need to be corrected will not be so numerous as to affect their self-esteem.
- A balance has to be achieved. Children should not receive the impression that things are right when they are not. On the other hand, they should not be discouraged from being adventurous for fear of having faults emphasised.
- If many mistakes in a child's work are evident, it may be advisable not to mark this until the learning objective has been re-taught, although an appropriate comment should be made.

Focussed Marking

There is no doubt that marking which is comment based takes more time than providing a simple score. So, it is important to effectively manage the time given to marking. Whilst it may be desirable and extremely valuable to give every pupil an informative written comment on every piece of work, if a teacher has 30 pupils in a class, this is rarely manageable.

How do we make feedback manageable?

Highlighting success and improvement needs has a positive impact on progress because not only does the pupil receive clear and focused praise but this is combined with a statement that indicates where the teacher believes the pupil is now able to develop. This does not mean lengthy written comments. Be precise and focused

When to give quality feedback and marking?

This should not take place for every piece of work. As teachers we need to decide when our feedback marking will most effectively support progress. Sometimes this may be early in a unit of work. At other times, it may be linked to a particularly challenging learning objective/set of success criteria.

PEER AND SELF-ASSESSMENT

Peer and self-assessment will be successful because:

- We provide a positive learning environment in which opinions are respected and comments are constructive.
- We use talk partners and group talk as common practice, effectively supporting learning.
- There is consistent use of learning objectives and success criteria (skills, knowledge, attitudes and dispositions).

Teachers will provide support to pupils to:

- ✓ Help pupils respond to each other in language that both understand.
- ✓ Give feedback that identifies where success criteria have been met, and what is 'missing'

The teacher will model the strategies often. This can be done at whole class level through, for example, shared text work. It is also done through the teacher's own feedback and marking on individual pupil's work.

Peer and self-assessment does not replace teacher feedback and marking but contributes to a shared conversation about learning.

Strategies

1 Peer assessment

For peer assessment, the same strategies can be used as outlined for teacher feedback and marking.

2 Self assessment

Whilst pupils once again refer to the success criteria, for self-assessment strategies the aim is to enable the pupil to express his/ her self-assessed level of understanding/ confidence in relation to the task just completed.

3. Group marking

Group mark with the children using green and blue but with the teacher guiding the marking and providing the answers.

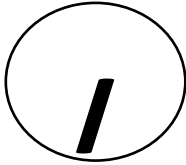
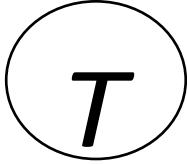

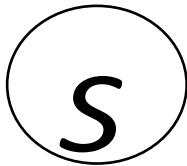


EQUAL OPPORTUNITIES

Teachers will ensure that marking strategies are used appropriately to meet the needs of all our children regardless of race or gender. Pupils will not be discriminated against and have an equal entitlement to receive feedback on their work. Where it is not appropriate for pupils to be given written feedback, individual strategies will be adopted.

What's in my book? Marking and Feedback

Marking Code	What does it mean?
D&T	Don't forget to always write the date and the title. KS2 to write the long date on each piece of writing and short date for maths EYFS and KS1 to write the short date.
_____	<u>Underline the title in pencil</u>
Brilliant Blue	Teacher and children mark in blue Detailed feedback is given verbally or written.
Growing Green	These maybe written to extend learning.
Purple polishing	Editing of work by either the teacher, peers or self-marking in English and Maths.
VF	Verbal Feedback is used to assess through a discussion.
✓	Correct answer
●	Your answer is wrong, please have another go.

How I learn in class...

<i>No Mark or</i> 	Independent (EYFS only)
	<i>Teacher</i>
	<i>Teaching Assistant</i>
	<i>Supply/Student</i>
	<i>Peer Support</i>
	<i>Manipulatives</i>

