Marking & Feedback Policy

Date approved: January 2015*
Date of Next Review: January 2018
(*Amended June 2017)

Article 3
The best interests of the child must be a top priority in all things that affect children.

Article 12
Every child has the right to have a say in all matters affecting them, and to have their views taken seriously.

Article 29
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.

1 Aims and Objectives

1.1 The purpose of marking and feedback at Wildmoor Heath School is to (a) further the learning of each pupil and to raise standards throughout the school and (b) for teachers to confirm where each pupil is and to plan their next steps. Through this, we ensure that pupils know what they are able to do and what their next steps are. At Wildmoor Heath School we:

- *are 'Reaching for our Best';*
- *develop a growth mindset;*
- *share clear learning intentions with the children;*
- *empower our pupils so they are involved in the process of their own learning;*
- *provide our pupils with feedback so they know their next steps, <u>how</u> to take them and how to improve their work;*

1.2 Our policy is informed by research carried out by the Assessment Reform Group into '*Assessment for Learning*' (AfL). It is designed to ensure that marking and feedback are consistent across the school, teachers make good use of time spent marking and pupils develop the skills to become self and peer-markers.

2 The Power of Feedback

"The most powerful single moderator that enhances achievement is feedback." (Hattie, 1992)

2.1 All children need information and guidance to plan the next steps in their learning. They need to know what their strengths are and how they can be best developed. If children are told their

weaknesses in a constructive and clear way, they are able to address them and will feel motivated to do so. It is important to give children an opportunity to improve a piece of work they have done.

3   The Big Picture

3.1   The big picture allows children to understand the relevance of individual lessons and learning intentions. They can make connections and see how the learning today links to what they have learnt and what they are about to learn. Pupils are told where their learning is going and asked to consider 'What's in it for me?' Pupils are given opportunities to use and apply new skills in a variety of real-life situations and across the curriculum. At the start of a new unit or topic, the children are introduced to the small steps that are leading to the final product.

4   Learning Objectives & Success Criteria

4.1   In class we use the terminology 'Let's Learn to' or 'LLT' rather than 'Learning Objective' or 'LO'.

4.2   Learning Objectives help the learning process to be more effective by providing a clear focus for the lesson and by motivating the children. Learning Objectives must be:

- clear and precise;
- written in child friendly language and/or explained when necessary;
- separated from the lesson context *(e.g. 'To write a recount' and not 'To write a recount about the Titanic');*
- where possible, 'skill' rather than 'knowledge' based;
- shared with the children at an appropriate point in the lesson (i.e. not always at the beginning);
- referred to in the plenary and / or throughout the lesson;
- referred to in the feedback given (verbal or written);

4.3   'Success Criteria' are the things the children need to do or remember in order to achieve the learning objective. They are useful because:

- The children take ownership of their learning. They know what they have to do in order to achieve success.
- The children know what you are looking for when you mark or respond to their work
- If children know the Success Criteria, they will try to meet it.
- The children's thoughts are guided before they start working (i.e. a framework is given for their thinking).

4.4   Teachers should sometimes co-construct Success Criteria with the children as this can be a useful way to assess and / or reinforce learning.

4.5   The Learning Objective and Success Criteria should be visible during the lesson so that children can refer to them as they work. Teachers may also wish to stick the Learning Objective and Success Criteria into the children's books to aid with marking and feedback (<u>see</u> Section 6).

5 **Cold and Hot Tasks**

5.1 Before teaching a unit of work, teachers assess prior knowledge using a 'cold' task. This might include asking the children to write something (e.g. a set of instructions), to undertake a mathematical task or to assess themselves against International Primary Curriculum (IPC) rubrics. These tasks are completed on blue paper and stuck into the children's books at the start of the unit of work.

5.2 Although these tasks are always undertaken prior to any teaching, the children are told what the teacher is looking for (e.g. for an instruction text, they might be reminded about past tense, adverbs of time etc). These can be displayed on a board or pre-printed on the task sheet. They are used by the teacher to aid planning and to assess what each child can do and to set individual targets.

5.3 At the end of the unit of work, the children are set an independent task (similar to those described in 5.1). This task is completed on red, pink or orange paper, which is stuck into the children's books at the end of a unit. The Success Criteria should be included on the task sheet in some form (e.g. table or spider-graph).

5.4 The children self-assess their work against the Success Criteria, highlighting the evidence where appropriate (see Section 7). Once this is complete, the teacher marks the task and gives appropriate feedback to the children. At the end of the unit, the children must know what they can now do and what their next step is.

5.5 Teachers may ask children to use their new knowledge and skills to go back and improve the cold task completed at the beginning of the unit. This should be done in purple pen (see Section 8.3).

5.6 Cold and hot tasks are usually completed independently. Some children (e.g. on the SEN register) may need support to complete them and where this is the case, it must be noted.

6 **Marking and Feedback**

6.1 Children receive feedback about their work in a variety of ways. Written or verbal feedback can be given by a Teacher, Teaching Assistant (TA) or collaboratively with another child. The children are also given the opportunity and skills to mark their own work and to identify their successes and next steps.

6.2 It is expected that teachers mark and provide written feedback for at least one piece of Literacy and one piece of Numeracy work for each child in their class each week.

6.3 Teachers regularly give verbal and written feedback in other subjects (e.g. IPC, PE, RE) so that children have the opportunity to make improvements and take the next steps before the end of a unit of work.

6.4 At the end of a unit of work, children should be clear about what they have learnt and what their next steps are. This could be in the form of a list of the unit's objectives / success criteria highlighted yellow (achieved) and green (next steps), IPC rubrics or similar. For older children it may also be appropriate to keep an on-going record of their achievements in the form of a 'tick sheet' in their books (e.g. KS1, KS2 SATs criteria and / or Target Tracker lists).

6.5   The teachers and children mark work with an agreed set of symbols and protocols:

R	You are not yet meeting the Learning Objective.	B	There is evidence you are meeting the Learning Objective.	Y	There is evidence that you are working at greater depth.
↙	An arrow in the margin shows you where an improvement needs to be made.			✐	Use a purple pen to respond to your teacher's feedback.

V	Verbal feedback was given during the lesson. You should do the suggested improvements immediately.
P	Pupil feedback. You marked your own work or collaboratively with your learning partner. You should write the next steps and take any action independently.
I	Independent Work: You completed the work on your own.

Effective Feedback:

Understand: Will the child understand what they have done well?

Clear: Will they be clear about how to improve?

Visible: Can you see visible improvement?

Next Steps:

Investigate

What if..?

Justify

Apply

Explain

Remember to

6.6   These are supplemented with the following symbols which are used in all subjects in EYFS and KS1 and specifically for KS2 writing:

Feedback Policy page 4 of 6

Writing symbols – Key Stage 2

6.7   Text marking:

- A blue highlight shows where children have met the success criteria;
- A red highlight shows where improvement is needed;
- A yellow highlight shows evidence of 'greater depth';
- A 'wavy' line to show a spelling that needs correcting (NB. These would normally be spellings that the child should know rather than every spelling);
- An arrow may be used in the margin to show where an improvement is needed;
- Verbal feedback is shown with a (V). The (V) should be placed at the point in the work the feedback was given;
- Collaborative or self-marking is shown with a (P);
- Work that a child does unaided is marked with an 'I' (for Independent).

6.8   As well as identifying next steps, teachers and peer markers may give additional written or verbal feedback to help them achieve their next step. These include a challenge or opportunity to apply the skill, a reminder, the steps needed to be successful or an example.

6.9   It is acceptable to give general praise (e.g. 'great work' or 'I really enjoyed this' etc) when it is accompanied by feedback that helps the children know what they have achieved and what they need to do next.

7   Self and Collaborative Marking and Feedback

"Independent learners have the ability to seek out and gain new skills, knowledge and understandings. They are able to engage in self-reflection and to identify the next steps in their learning. Teachers should equip learners with the desire and the capacity to take charge of their learning through developing the skills of self-assessment." (Assessment Reform Group, 2002).

7.1   Children marking their work themselves or collaboratively with their peers are important parts of effective marking practice which can help to develop a growth mindset and a sense of control over learning.

7.2   It takes time to introduce a system of self-marking. Self and collaborative marking and the time to take action in response to feedback should be seen as part of the lesson itself. Children will need to have the process modeled to them until they feel confident to carry out the process independently.

7.3   Using a 'Visualizer' (a camera that projects a child's work onto an Interactive Whiteboard) is an effective way of modeling the marking process. A child's name is drawn randomly and their work displayed. The rest of the class identify where that child has met the success criteria and suggest where improvements can be made. The teacher then models making the improvement using suggestions from the class. The rest of the class are then given time to mark and improve their own work.

7.4   In addition to the success criteria, children may check their work against a series of 'always success criteria'. These are child-specific and may include handwriting, using capital letters and full-stops, setting work out appropriately, spelling common words etc.

7.5   A model to develop self-marking: (1) Children highlight their own work in three places using the success criteria and share with a partner; (2) Children highlight one place where an improvement could be made. This is a place where they did not apply the success criteria. The teacher writes a 'next steps' comment and the children make improvements; (3) Children work independently to identify the three successes and area for improvement. They make the improvement as part of the lesson.

7.6   A model to develop collaborative marking: (1) Show and explain to a partner the self-marking that has been done; (2) Share something they liked about the other person's work and something that could be better; (3) Introduce 'book on book' marking. Place the books on top of one another. Both children read / look at the work and agree where the success criteria have been met and identify an improvement. Any text marking is done by the book's owner. They then swap books and repeat. Improvements can be made independently or collaboratively.

8   Responding to Feedback

8.1   Children should immediately act upon any verbal (or written) feedback given during a lesson. An asterisk should be used to show the point at which verbal feedback was given and where improvements have been made from. Children also use 'purple pens' to respond to written and verbal feedback and to make improvements.

8.2   When marking has been done after a lesson and feedback has been given through written comments, children must be given an opportunity to read and respond to it. **This is part of the lesson and must become a valued time.** So that it is clear when and where the children have made an improvement, they should use a purple pen to make the improvements.

9   Monitoring and Evaluation

9.1   The implementation and effectiveness of this policy will be monitored and evaluated regularly by the Senior Leadership Team (SLT) and governors through the School Improvement Committee (SIC). The policy will be monitored through classroom observation, work scrutiny, interviews with children and other methods as appropriate. The SLT reports its findings to staff and governors as appropriate.