Marking & Feedback Policy

Date approved: January 2015
Date of Next Review: January 2018

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.

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.

1.3   At Wildmoor Heath School we:

- *are 'Reaching for our Best';*
- *help children on their journey of life-long learning;*
- *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;*
- *believe strongly that every child can make improvement in measurable steps;*

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   Learning Objectives (LO)

3.1   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);

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

4   The Big Picture

4.1   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.

4.2   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.

5   The Success Criteria

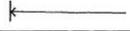5.1   The 'Success Criteria' is what the children need to do in order to achieve the learning objective.

5.2   Why use Success Criteria?

- 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) and having VISIBLE Success Criteria means that children can refer to them as they work too.

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 next step.

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. Teachers should similarly mark and give written feedback on other subjects every 1-2 weeks, depending on the amount of work done and the expected outcome. Verbal feedback is given more regularly.

6.3   In addition to verbal, self and peer-marking, teachers regularly mark work and give written feedback on other subjects so that children have the opportunity to make improvements and take the next steps before the end of a unit of work.

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

Symbols for how work is marked in FS and KS1:

Symbols for how work is marked and assessed in KS2:

<mark>Yellow Highlighter</mark>	This shows you where you have met the Learning Objective or Success Criteria.	<mark>Green Highlighter</mark>	The arrow shows where an improvement needs to be made.
(V)	_Verbal_ feedback was given during the lesson. You should do the suggested improvements immediately. You or the teacher should write a reminder on your book.		
(G)	_Guided_ group work. Guidance and feedback was given throughout the lesson by the adult teaching you.		
(C)	_Collaborative_ marking (Pupil/Pupil). You marked your work with another child. Write down any comments or targets given to you. You should do any improvements immediately.		
(S)	_Self-marking._ You marked your own work. You should write the next steps and take any action independently.		
(I)	**Independent Work:** You completed the work on your own.	*	_Use an asterisk (*) to show where you made the improvement._

Purpose:	Next Steps:
Understand: You will understand what you have done well	**Challenge / Apply**
Clear: You will be clear about how to improve	**Reminder**
Visible: You will make visible improvement	**Steps**
	Example

Text marking:

- A yellow highlight shows where children have met the success criteria.
- A green highlight shows where improvement is.
- An asterisk (*) shows where the improvement has been made (or made from)

Aided and Unaided Work:

- Work that a child does unaided is marked with an 'I' (for Independent).

6.5   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
- An example

6.6   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   Pupil Self and Peer Evaluation

"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 own work or collaboratively with their peers are important parts of effective marking practice.

Why use Pupil and Collaborative Evaluation?

- The greatest impact is an overall rise in self-esteem.
- Children can feel more able to talk about their learning.
- Children can say where they need help without a sense of failure.
- Children are thinking deeply about their own learning.
- Children are starting to be more in control of their learning. They are deciding on the next step to move forward.

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 'non-negotiables'. 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 underline 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   Developing collaborative marking: (1) Show a partner the self-marking that has been done; (2) Share something they liked about the other person's work; (3) In pairs, read each other's work, say two positive things, and make a suggestion for improvement. (4) Phase in highlighting successes, finding an area for improvement and then making the improvement; (5) Children work independently to identify the three successes and area for improvement in a peer's work.

8   Responding to Feedback

8.1   Children should immediately act upon any verbal or written feedback given during a lesson. They should use an asterisk to show what they have done in response to the feedback (or to show where they have made improvements from).

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 at the start of a lesson. You may ask a child to share their improvement with a peer or to feedback to you. **This is part of the lesson and must become a valued time.**

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).

9.2   The policy will be monitored through classroom observation, work scrutiny, interviews with children and other methods as appropriate.

9.3   The SLT reports its findings to staff and governors as appropriate.