



# **MARKING and FEEDBACK POLICY**

Date of last review: October 2020

Date of next review: October 2021



## Marking and Feedback Policy

This policy forms part of a whole-school policy for teaching and learning. It relates to the ethos of the school and has direct links with curriculum planning and assessment. At Woodsetton we aim to create a positive learning environment in which pupils are valued as individuals and encouraged to fulfil their own potential. The focus of marking is on the quality of feedback and not the quantity. Quality feedback by staff will offer prompts to help close the gap and move learning closer to achieving the lesson objective.

### Aims

At Woodsetton marking and feedback lies at the heart of the process of promoting children's learning. It provides a framework within which learning objectives are set and children's progress expressed and monitored. This should be done in partnership with the children. Feedback can take the form of spoken or written marking, peer marking and self-assessment, wherever felt appropriate.

Written comments should only be used where they are accessible to pupils according to age, ability and level of understanding. Feedback is provided to pupils as part of assessment processes in the classroom, and takes many forms, not just written comments.

Our aims are to:

- Use verbal feedback as a vital part of communication with each pupil.
- Address its audience using appropriate language or written script to the age and ability of each pupil.
- Celebrate and recognise achievement and identify positive aspects of work.
- Mark or give feedback as immediate as possible.
- Monitor progress, support learning and to aid assessment.
- Guide future planning, teaching and curriculum development.
- Use marking to focus on moving the child forward in their learning or development, where appropriate.
- Ensure marking and feedback is consistent throughout school.
- Ensure all feedback is meaningful, purposeful, constructive, clear and fair.
- Be informative to pupils, parents and staff.
- Motivate the learner by showing appreciation for quality and effort.
- Focus upon the learning objectives and/or children's individual targets and assess against them.
- Encourage pupils to take an active part in improving their work.
- Comply with statutory requirements.

### Feedback and marking in practice

As a school we feel feedback closest to the point of teaching and learning is likely to be most effective in driving further improvement and learning. 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 to inform future teaching.



Day to day assessment strategies include: questioning, observing, discussing, analysing and checking understanding.

Lessons should include:

- **Formative Assessment:** This is the ongoing assessment carried out by teachers both formally and informally during a unit of work. The results of formative assessments have a direct impact on the teaching materials and strategies employed immediately following the assessment.
- **Assessment for learning.** This is vital to the teaching and learning process. Through a range of strategies a teacher can assess where a child is at in their learning and what they need to do to progress to the next stage. Pupils are actively encouraged to be involved in this process to ensure that they know what is being taught (learning objectives) and how they know that they have achieved this (success criteria).
- Clearly identified learning objectives using the Woodsetton model, which is consistent throughout school and shared with the children (where appropriate).
- The date and name of the adult planning and delivering the work.
- Links to Assessment; DAPA, Speech and Language, Letters and Sounds.
- Written marking in green pen with correct letter formation.
- Pupil voice when pupils can articulate to peers and staff their understanding.
- Mini plenaries to analyse examples of success or improvement.
- Use of key symbols and reward /stamps used. These can be found in the appendices of this policy.

Feedback is a part of the school's wider assessment process which aims to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress.

Marking and feedback should be positive, clear and appropriate in its purpose. It needs to offer positive benefits to staff and pupils and outcomes need to be fed back into planning. We as a school are aware that meaningful marking varies by age, ability, group, subject, and what works best for the pupil and teacher in relation to any particular piece of work. Teachers are encouraged to adjust their approach as necessary and are trusted to incorporate the outcomes into subsequent planning and teaching.

Many of our pupils will find verbal feedback far more effective than written feedback, therefore, when carrying out written feedback it is imperative that it is effective, purposeful and easy to understand.

Refer to marking symbols/stamps in appendices to this policy.

## **Responses**

Teachers communicate their responses to pupils in several ways:

- Written responses by the teacher, themselves or their peers.



- Oral responses.
- Providing time for pupils to talk about and share their work, both with staff and other pupils.
- Giving pupils opportunity to demonstrate their skills and display their work.

Responses may be:

- Personal – made by a teacher, teaching assistant or child.
- Collaborative – made by a teacher and child, a group of children or any adult and child/children

### **Written Responses**

Whenever possible, marking takes place with the children. This allows for discussion and if appropriate, a written comment and the opportunity for reflection by the child. It also provides opportunities for discussion about targets for improvement or the next step of learning. It is recognised that having the pupil present when work is responded to is not always practical due to time constraints within a lesson. In these instances, a written response is usually made when the teacher looks at a set of books for a class. When a written response is made, a follow up should be made in the form of a verbal response to the child.

Written responses are also an important role in giving some indication whether or not targets have been achieved. Achievement certificates, stickers, badges, stamps and smiley faces are used where appropriate. All of these methods convey the teacher's opinion of the work. The aim is for a consistent approach which is understood and valued by pupils and their parents. Spelling mistakes, grammatical errors and factual inaccuracies are corrected when appropriate and explained; but the amount of correction must not destroy the pupil's self-esteem and motivation.

All written comments should be made in clear, legible and neat handwriting using a style consistent with that being taught to the children and be marked in green pen. All written comments should be constructive in that they inform or advise the pupil as to how they can improve or further develop their work and only use language appropriate to the age and understanding of the pupil. All responses need to be grammatically correct and words spelt accurately.

Many pupils are unable to independently read written comments. This must be taken into consideration when writing written comments and other more effective methods of feedback used as and when required. It is important however, to recognise and praise pupils work to celebrate successes effectively and meaningfully.

Woodsetton Marking policy identifies the importance of the 'pupil voice', which is an important element of assessment throughout the school, by encouraging (when appropriate) self and peer assessment.

### **Oral Responses**

Oral responses are the main way of communicating assessments to pupils and occur in every lesson. They are used to value, praise, instruct and advise. Frequent interactions between pupils and staff help pupils to know what is expected of them, to understand the task and to know how well they are doing or have done.



These responses are usually made on a one to one basis between the pupil and the teacher or within a small group situation. There are occasions when these responses are made to a whole class for example when a common error has been identified and it is used to inform a teaching point within the next lesson. Pupils may be asked to make an oral response to their own work. They may be asked to explain how they tackled a task, which parts of their work they are pleased with, how they could improve their work, etc. Oral responses should be positive and developmental. Developmental points should be made in a constructive manner so that the pupil is helped towards understanding what it is that needs to be improved. The tone of voice used is an important factor in how the response will be received by someone.

### **Encouraging pupils to share their work and demonstrate what they know, understand and can do**

Pupils show, and if able, explain their work to the other pupils, staff, the head teacher and members of the Senior Leadership Team. In *normal* circumstances, our “Celebration” and “Work to be proud of” assemblies, pupils' personal successes are shared and praised. At present, this is not feasible due to the restrictions on mass gatherings but work is celebrated in classes and shared with SLT on a 1:1 basis where successes are celebrated and rewards given. Smiley faces, stamps, stickers etc are also awarded as a response to pupils' work by all staff. The displaying of a child's work within the classroom and around the school is also used to celebrate and share pupils' success.

### **Self-Assessment/Evaluation**

Self-assessment/evaluation against shared learning objectives/success criteria can help empower a child to realise his or her own learning needs and to have control over future targets. When appropriate, children can highlight success in their work and identify next steps verbally.

### **Expectations**

#### **A Whole School Approach**

Although it is acknowledged and accepted that individual teachers will have additional marking symbols they wish to use, the key symbols and reward /stamps used and expectations of marking across the school can be found in the appendices of this policy.

To aid consistency across the school, the marking scheme should be displayed in each classroom in a prominent position and/or available for pupils to refer to. Children should also be made familiar with the symbols at the beginning of the year and may also be encouraged to refer to them when sharing their own work with others.

If it is possible, marking should be done with the child present. Comments should focus upon key issues linked to specific pupil targets rather than attempting to correct all mistakes.

All work should be initialled by the member of staff who has marked the work and/or the classteacher.



### **Equal Opportunities**

Marking should be as objective as possible whilst also allowing for the different levels of ability and the need to motivate. Children should perceive the marking system to be fair and be given access to any criteria used.

Each teacher should be vigilant for trends in performance that might be related to ethnic origin, social class or gender. Every attempt should be made to avoid allowing personal preference to effect marks awarded or comments made.

### **Parental Involvement**

Marks given and judgements made will be summarised and fed through to parents during parents' evenings, via reports and sometimes using the home/school link books.

### **Policy Review**

This policy will be reviewed by the Headteacher, Senior Leadership Team, classteachers and the School Improvement Committee every two years or earlier if deemed necessary.

Its success will be judged according to:

- Its successful application throughout the school by teachers and support staff.
- How clear children are about the symbols/stamps used and their purposes.
- The extent to which children have made progress as a result of good quality marking impacting on their learning.

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