

# West Exmoor Federation



## Feedback & Marking Policy

Reviewed June 2018

## West Exmoor Federation – Feedback and Marking Policy

This policy statement relates to how staff within the West Exmoor Federation agree to make feedback and marking as effectively as possible.

It refers to the physical marking of pupil's work, plus statements regarding the effective discussion surrounding children's work. It should be read in conjunction with the Assessment Policy that was revised at the same time as this policy statement.

The marking of work is an essential element of feedback to children that is a contributory factor in moving learning and impacts directly on individual child and wider federation improvement.

Children's books form the continuous record of work in school and as such the books must stay in school and be available to teachers and colleagues undergoing monitoring tasks, eg, Senior Management, Subject Leaders, Primary Management Advisor, School Improvement Partners, Ofsted, etc. Any audit of teacher assessment will require access to the evidence in the children's books.

The feedback and marking policy will be monitored by the calling in of books from classes and/or visits to the classrooms.

Feedback to pupils about their progress is achieved by regular marking of work.

### **Effective marking:**

- helps children learn;
- aims to be positive and constructive rather than to find fault;
- is often done with the child while the task is being carried out;
- varies according to age and ability of the child and is used sensitively so that the child can assimilate a limited number of corrections.

### **Agreed Marking forms**

- Tick, smiley face or pink highlighting to identify success;
- X should not to be used in maths. Incorrect answers should be highlighted with green when correction required;
- All work to be initialed and dated by the marker;
- 2 stars and a wish or 'Ticked Pink – Green for Growth' may be used to identify areas of success and areas for further improvement;
- When appropriate, a limited number of specific incorrect spellings should be underlined, with the correct spelling being given in the margin or above the incorrect spelling;
- Within Year 5 and 6 standardised symbols for editing writing will used when appropriate;
- VF to indicate verbal feedback, G to indicate guided work, S to indicate supported work and I to indicate independent work.

### **Expectations of feedback and marking**

- Comments, whether verbal or written, should relate to the success criteria of the task. Task expectations must be made clear to the child before commencing;
- Where possible written comments should begin with a positive statement. They may be written by the class teacher or by any other member of staff working with the child;
- Comments should give pointers to the child on ways to improve;
- Where possible, marking should be done with the child beside you. The quality of the interaction when marking work will influence the quality of the work produced afterwards;
- Marking should be done on a regular basis and as soon after the completion of a piece of work as is feasible;
- Writing style of the marker should be clearly legible and appropriate to the age of the children and to the message given;

- Marking should be done in purple by the class teacher/TA and green by the child;
- Teachers should strongly discourage ‘rubbing out’ after work has been marked. Any corrections should be added below, alongside or elsewhere and, where possible, in green so that it is easy to identify where children have responded to marking;
- In Mathematics, if a child has misunderstood a concept then a written example should be given;
- Response partners, where appropriate, should be used to comment on work. They will be given guidelines by the teacher on appropriate ways to respond and what to respond about;
- When children self evaluate their work, they may choose to use
  - smiley face/thumbs up – understood
  - normal face/thumbs neutral - nearly got it
  - unhappy face/thumbs down - need some help.

### **Presentation related to books**

- All written work should have a margin
- Mathematics books - no margins
- All covers to be kept clear of graffiti, additional pictures, etc.
- Pencil to be used in mathematics books at all times
- Appropriate standards of presentation demanded for work
- Front cover – A5 WEF labels with clearly written or printed information - Name, Subject, Class
- Writing – all children from Y3 onwards to use a handwriting pen provided by the school (unless the quality of handwriting does not yet lend itself to using pen)
- Writing – all children to use pre-cursive or cursive script
- Biro's not allowed
- Ink used should be blue
- No felts for writing in books unless for a specific purpose
- Rubbing out discouraged
- All work to be dated and, where appropriate, Key Questions, Learning Objective (LO), Focus or What we Are Learning Today (WALT) to be written
- All lines drawn with a ruler

### **Standards**

Teachers should have high expectations of the presentation of work from the children in their class.

Dependent upon the ability of the child, teachers will strive to adhere to basic presentation skills outlined in this document.

If work is not of a satisfactory standard teachers will need to address the issues by:

- selective re-doing of part of the work, or all of it if appropriate;
- keeping of the old work so that a comparison is kept;
- constructive comments demanding better attempts.

### **Ensuring the pupil knows what is required when tackling the next piece of work**

The marking of children’s work is the cornerstone of changing children’s outcomes or encouraging the learning that has taken place. It can also provide a stimulus for future learning experience.

### **Conclusion**

By following this policy, we seek to develop in children the ability to:

- assess their own work;
- to recognise their own strengths and weakness;
- to take steps themselves to correct their own mistakes;
- to understand what they have learned and what they need to learn next.

In this way, we endeavour to help children grow into self-sufficient, self-confident lifelong learners.