

## **Feedback and Marking Policy September 2018**

At Woodheys Primary School we want to encourage everyone to grow in confidence to achieve their full potential and we believe feedback and marking have a particularly crucial role in achieving this goal.

### **Broad aim:**

Feedback is at the core of assessment for learning in that it acknowledges achievement while at the same time pointing the way forward for pupils by identifying next steps or improvements. To be effective, feedback should be made in relation to the Question for Learning (QfL) and it must also be given in ways that pupils can understand and act upon.

### **Roles and responsibilities**

#### **Teachers will ensure that:**

- Marking is regular enough and thorough enough to identify errors, inaccuracies and misconceptions.
- Work is marked in a colour contrasting to the one used by the student
- Marking is fully integrated with rewards to promote student motivation
- Written comments communicate clearly to individual students and their parents the student's strengths and areas to develop, level of performance, suggestions for improving their knowledge, understanding and skills and set targets for future attainment
- Some comments are phrased as questions/prompts to stimulate thinking, reflection and independent learning
- Comments are clearly related to the QFL and/or related to the success criteria.
- Comments are personal and encouraging.
- Inaccurate or inadequate responses to written or practical tasks are not accepted and are challenged
- Steps are taken to act on missing, incomplete or poorly presented work
- Regular feedback is given to students on their homework
- Peer assessment and self-assessment are planned for and students are supported in developing the skills of peer and self-assessment
- When marked work is returned, lesson time is set aside to allow students to respond to the teacher's comments and improve their understanding through 'Fix-it' time
- Marking is used to judge if teaching and learning has been effective and inform planning
- Consistent Key Stage specific marking codes are used when necessary.

#### **Phase Leaders will:**

- Take responsibility for ensuring that all members of their department are following the school marking policy
- Conduct work scrutiny to monitor the quality of written feedback in each Key Stage

#### **Teaching assistants will:**

- Read through the comments written by teachers in order to guide certain students on how work can be improved and ensure that students act upon comments

#### **Parents should:**

- Regularly support their child to complete their homework by orally assisting them to correct errors, use neat handwriting and suggest improvements to their work where possible.

### Students will:

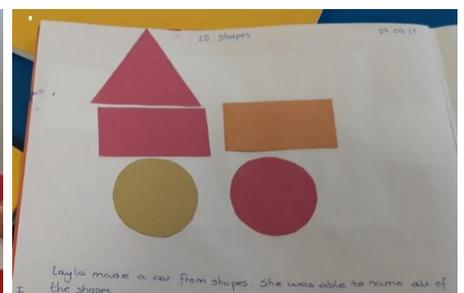
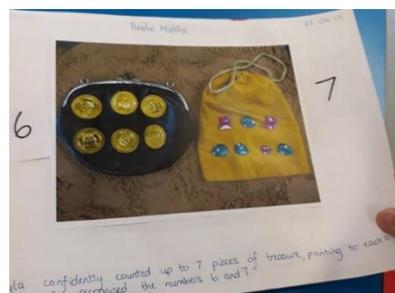
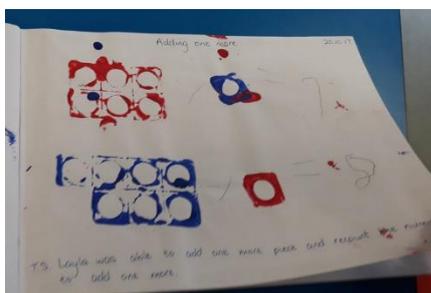
- Present their work according to school guidelines and keep standards of presentation high
- Approach peer assessment respectfully and sensitively
- Read the teacher comment carefully when work is returned
- Act upon the feedback they are given and ask for support with this if needed
- Look up words they have misspelled and then put their in their word log
- Self-assess work when requested and comment on how well they think they have met the success criteria
- Routinely use written feedback to reflect on strengths and weaknesses of their work to identify ways in which they can improve

## How does this translate in each department?

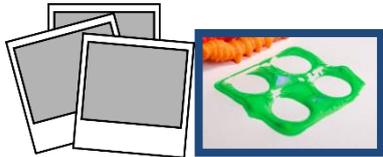
### EYFS Feedback and Marking Overview

To be most effective, children's work is to be discussed and 'next steps' are to be identified within the same observation session. The children will be receiving verbal feedback throughout their continuous provision sessions and time will always be given for them to re-visit tasks to cement their understanding. They will be challenged through careful adult questioning in order to open out their learning.

What we do	Why we do it
Verbal Feedback	Instant praise and encouragement as well as setting verbal targets and giving advice
Stickers and Golden Tree	Instant visual reward and targets
Written Observations	To inform planning and the next steps for each child
Photographs	To instantly capture each child's achievements and development
Ninja writing and Mega maths feedback (Reception only)	'Mark' the Ninja writing and Mega maths books with the 'book code' (Find this on the next page). Please use the photographs below to guide you further.



**For every task that is completed in this book, you will see the following:**

Book Codes			
<p>The date will be written in the top right corner to tell you when the challenge was completed.</p> <p style="text-align: right; color: blue; font-weight: bold;">23/9/19</p>	<p>A title and a photograph/ completed tasks will be added to instantly represent the challenge that was completed.</p> <div style="text-align: center;">  </div>	<p>'Independent' or 'Supported' codes will be written at the bottom of the page to tell you how the challenge was completed.</p> <div style="text-align: center;">  </div>	<p>A short observation comment will be written next to the I or S code. This will help us assess each child's development towards the ELGs and identify their next steps.</p> <p style="color: blue; font-weight: bold;"> <span style="border: 1px solid blue; border-radius: 50%; padding: 2px;">I</span> James confidently counted up to 7 pieces of treasure, pointing to each one carefully. She recognised 6 and 7.         </p>

### Feedback

**Feedback in EYFS will be completed verbally to ensure we provide each child with instant praise and ways of improving. This can be done individually with a child or with a group of children looking at a piece of work. The children will be taught to explain why a piece of work is good or how it could be better. Next step pages will be added 3 times a year to highlight the individual needs of a child.**

## Key Stage 1 & Key Stage 2 Feedback and Marking Overview

What we do	Why we do it?
Verbal feedback and verbal praise	To let the children know where their learning has been successful and where they need to improve. The immediacy and understanding of this verbal feedback is pivotal. Verbal praise helps to raise self-esteem and gives the children the opportunity to build a platform for their learning. Allow the children the opportunity to re-visit the activity, therefore giving them time and space to learn.
Marking codes	To improve the efficiency of marking through a system this is effective and understood by the children.
Stickers, ticks, praise stampers, smiley faces, praise words, golden tickets, head teacher	To celebrate achievement in a fun and engaging way which is visual for the children, staff and parents/carers (if the child wears their sticker for example)

award stickers for special work/ show the head	
Self-assessment	To give children the opportunity to identify what is good about their work and where they could improve (they might be shown a list of things to include in their work which will help them with this). This is modelled very carefully by the classroom teacher
Peer-assessment	To carry out the same process as above on another child's piece of work. Again, this will be modelled by the classroom teacher.

If you have any questions regarding the feedback and marking at Woodheys Primary School please make an appointment with your child's classroom teacher. The Woodheys Team

# What does my teacher's marking mean in KS1?

<b>QFL:</b>	'Question for Learning'/ learning objective.
	Correct, well done!
☺	I am pleased with your work or effort.
<b>S</b>	You have had some help.
<b>I</b>	You have worked on your own.
<b>VF</b>	You have been given verbal feedback.
<b>?</b>	Answer a question from your teacher.
➔	Targets/ next steps.
	Target met.
<b>Fix it time</b>	Improvements made in green pen.

# KS2 Marking Codes

**Code:**

**What this means:**

p

I have missed a punctuation mark or I have used incorrect punctuation.

g

My sentence doesn't quite make sense and I need to make a change.

v

I must try to improve my vocabulary when I see this symbol.

t

My tenses are not quite right and I need to make a change, for example, he is → he was.

sp

I have made a spelling error and need to practise writing this word.

A circled letter means that I have missed a capital letter or not used a capital correctly.

//

A new paragraph is needed here.

~~~~~

Something isn't quite right here and my teacher would like me to try to spot the error and fix it.

V.F

Verbal feedback has been given.

W.S

This work has been completed with support.