



Marking and Feedback Policy

Wylde Green Primary School



Agreed with staff on
21st January, 2014
Ratified by Governors
17th March, 2014

Wylde Green Primary school

Marking and Feedback Policy

Aims:

At Wylde Green we believe that feedback and marking should provide constructive feedback to every child, focusing on success and improvement needs against learning objectives: enabling *every child* to become reflective learners, helping them to close the gap between current and desired performance and creating a meaningful dialogue between teacher/pupil and pupil/ pupil.

Principles:

Marking and feedback will:

- Be manageable for teachers
- Be related to the learning, which will be shared with the children.
- Involve all adults working in the classroom with the children.
- Give children opportunities to become aware of and reflect on their learning needs.
- Give recognition and appropriate praise for effort and achievement.
- Give clear strategies for improvement.
- Allow children specific time to read, reflect and respond to marking.
- Respond to individual learning needs, marking face to face with some and at distance with others.
- Inform future planning.
- Be accessible to children; age and ability appropriate.
- Use consistent codes throughout school.
- Ultimately be seen by children as positive in moving them forward in their learning.
- Encourage and teach children to self mark and peer mark.

Types of marking

Oral feedback:

In the course of a lesson, teacher's comments to children should focus firstly on issues about the learning intention and secondly on other features.

Written feedback:

All marking will be constructive and focus on 'next steps'. However not all pieces of work will be marked in detail. Teachers will mark equivalent to every other piece of work in detail.

Less detailed marking:

This usually consists of ticks and dots and highlighted success criteria. Success against the learning objective and improvement against the learning objective should be shown by drawing a triangle or parts of a triangle drawn next to the learning objective.

As with detailed marking, the teacher will highlight aspects of the work where the success criteria has been achieved in green and where it requires improvement in pink within the work. This shows the pupil where they have been successful but also shows where improvement is required.

Marking in detail:

- Feedback should focus first and foremost on the learning objective
- Success against the learning objective and improvement against the learning objective should be shown by drawing a triangle or parts of a triangle drawn next to the learning objective.

- A focused comment should help ‘close the gap’ between what they have and what they could have achieved.
- A green highlighter will be used to highlight examples of where the learning objective or success criteria have been achieved within the work. A pink highlighter will be used to show where the work could be improved (next steps). Teachers will comment on what needs to improve next to a pink dot at the end of the work. Similarly teachers will comment on positive aspects of the work and put a green dot.
- In Maths, if the children get all of their work correct, teachers should challenge the children with a calculation in order to show how we are moving on the learning.
- A star should indicate where a ‘closing the gap’ comment has been put.
- Teachers’ comments should model the principles of the presentation policy: be written on the lines; correct spelling; punctuation and legible handwriting.

Writing

Big Writing should be marked in detail for each child so that each child has a pertinent comment about achievement and the next steps identified. In year 5 and 6 the work should be levelled each week. Big writing in years 1-4 should be levelled at the end of each unit. During Big Writing the teacher needs to focus on a specific group in the lesson: this will be a guided writing session where the children will be supported. It is not necessary to mark this work in detail.

Closing the gap comments

- **Reminder:**

Draws the learners’ attention back to the learning objective;

e.g. *Say more about...*

e.g. *Explain why you think this...*

- **Scaffolded:**

Gives more help by focusing on specifics, helping learners to extend their present understandings and improve their work.

e.g. *A Question - Can you explain why?*

e.g. *A Directive - Please check your answers by...*

e.g. *An Unfinished Sentence - The colours in the flag are...*

- **Example:**

Make suggestions, offer information, and give a range of possible answers to choose from.

e.g. Choose one of these statements and/or create one of your own:

George was unlucky because he tipped over Grandma’s medicine before she drank it all.

OR

George had a lot of bad luck, particularly when he tipped over Grandma’s medicine before she had finished it.

Secretarial features

- See ‘Codes.’

Spelling, punctuation and grammar, etc should not be asked for in every piece of narrative writing, because children cannot effectively focus on too many things at any one time.

When work is finished ask children to check for things they know are wrong in their work when they read it through. They should not be told to correct all spellings (teacher to check high frequency spelling and amend.) Children will copy out the correct spelling three times.

Paired marking;

Before the end of some sessions children will have the opportunity to mark work in pairs.

The following points are important:

- Paired marking should be used at the discretion of the teacher

- Children need to be trained to do this through modelling with the whole class, watching the paired marking in action
- Ground rules should be established
- Peer marking should relate to the success criteria

Organisation;

- The first part of the session (5-10mins) should be used, wherever possible to establish whether the work is too easy or difficult.
- When 'Work-backs' have been given, time will be allowed for children to read and then make focussed improvements based on the suggestions. In order for the marking to be formative, the information must be used and acted upon.

Quality Feedback

Foundation

- Verbal comments/ praise, Stickers/ stamps, use of a book to show progress.
- Symbols are used as a reinforcement of key skills

KS1

- Learning objective and SC to be stuck into children's books (shared with group)
- Symbols are used to reinforce key skills (Capital letters, finger spaces and full-stops)
- Specific teaching of peer marking related to success criteria
- Verbal comments main form of peer feedback in Yr. 1
- During Yr. 2 introduce annotations and peer comments for two stars and a wish

KS2

- Continuation of peer marking from KS1.
- LO and SC to be stuck into books.
- Peer marking needs to include quality statements related to success criteria and not focus on secretarial skills
- Closing the gap comments should form the basis of detailed marking
- In KS2 the code WB indicates that the teacher requires the child to act on the 'closing the gap' comment. A star indicates where the improvement should be made in the work.
- Teachers will ensure Work-backs have been completed and should be marked using a tick or a dot.





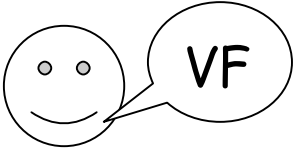



Appendix

Marking Codes


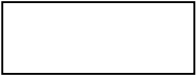




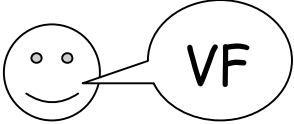

Success Criteria Prompt

Improvement Prompt Sheet

Marking codes (KS1)

Code	Meaning
	You have understood this!
	You are on your way to understanding this.
	You have not understood this yet.
	Right or wrong answer
	Verbal feedback.
WB	Work back.
	Look back at this point.
TG	Teacher target group.
TA	Worked with teaching assistant.
OA	Worked with an other adult.
D	Work discussed during lesson.
ST	Lesson taught by supply teacher.
SP _____	Spelling mistake (practise 3 times).
	Good word or punctuation choice.
//	You should start a new paragraph here.
	A word is missing here.

Marking codes (KS2)

	Meaning
	Positive aspect of the work
	An area of the work which can be improved
	You have understood this!
	You are on your way to understanding this.
	You have not understood this yet.
	Right or wrong answer
	Verbal feedback.
WB	Work back.
	Look back at this point.
HP	House point.
TG	Teacher target group.
TA	Worked with teaching assistant.
OA	Worked with an other adult.
D	Work discussed during lesson.
ST	Lesson taught by supply teacher.
SP _____	Spelling mistake (practise 3 times).
//	You should start a new paragraph here.
_____ ↑	A word is missing here.

Using *Success Criteria*

Subject	Learning Intention (Objective without context)	Context (vehicle for delivery)	Success Criteria/ Steps to Success (How to achieve L/O)
Literacy	To write a recount	Castle visit	Remember to: ■ include an intro (who, when, where, why) ■ present main events in order ■ write in past tense ■ describe the events ■ finish with a reflective sentence
Literacy	To write an accurate summary of a text	A teacher's report	Remember to: ■ choose key facts ■ use concise language ■ use appropriate vocabulary ■ write as a paragraph
Literacy	To write an informal letter showing author's empathy	Evacuee letters	Remember to: ■ use appropriate format ■ reflect the character's feelings ■ use a 'chatty' style
Numeracy	To understand the difference between odd and even numbers	Pairing with practical apparatus	Remember: ■ to sort the numbers into groups of twos ■ if there is a remainder the number is odd
Science	To know the meaning of the terms 'translucent, transparent' and 'opaque'	Shining light through materials	Remember to: ■ use the light source ■ decide which group the material belongs to

The success criteria:

- are based on the objective, and should shape the teaching and modelling and provide the children's focus while they are working
- are the key focus for the teacher's and children's feedback.

Improvement Prompts

RANGE Intention Types	LEARNING INTENTION	EXTRACT FROM WRITING	REMINDER PROMPT	SCAFFOLD PROMPT	EXAMPLE PROMPT
Why...? (justifying a statement)	To write a letter giving reasons for things you say	<i>It was dismal.</i>	Say why you thought this.	Why was it a dismal time? Why did you hate being there?	Choose one of these: -It was a dismal time because I was bored all the time -I found it dismal having only my grandad to talk to
How did you/s/he feel	To retell a story showing people's feelings	<i>No body believed him.</i>	Say how you think this made him feel?	How do you think Daryl felt about not being believed? Do you think he would have felt regret?	How do you think he felt? -Angry that people did not trust him -Annoyed with himself for lying in the past Your own ideas?
Add something	To use effective adjectives and adverbs in an account	<i>Jason was trying to distract him, but the dragon was too scary.</i>	Use more adverbs and adjectives here	Let's use some adverbs to describe how they fought: Jason tried..... to distract him, but the dragon.....used his strength to get past.	Improve the fight by using one of these: -The dragon's tail lashed viciously, cutting Jason's flesh -Jason bravely lunged at the dragon...
Change something	To use effective adjectives in a description	<i>He was a bad monster.</i>	Think of a better word than bad.	What kind of monster was he? Change bad for a word which makes him sound more scary. Write it in the box	Try one of these instead of bad: -Ferocious -Terrifying -Evil
Tell us more	To introduce a character in a story opening	<i>James went to school.</i>	Could you describe James?	What type of boy was James? Good, bad, kind, shy, excitable? Try to help us know more about him	Describe James's character. Perhaps; -James was a kind, likeable boy with a great sense of humour. For instance
What happens next?	To write a middle and end from a given start	<i>At last the merman saw the mermaid..</i>	How is your story going to end?	What do you think the merman said to the mermaid before they went home together?	Write one like this for your ending: - ' I love you' said the merman. The mermaid took his hand and they swam away.