



Woolden Hill

Primary School

Achieving Success, Creating Futures Together

Marking and Feedback Policy

Date agreed: September 2016

Review Date: September 2017

Marking & Feedback Policy

Principles/Rationale

Feedback, as part of assessment for learning, is most effective at the point of learning so an ongoing teacher/pupil dialogue which provides constructive feedback is an integral part of every lesson. Marking is part of this process of feedback and should ensure that children improve their learning, develop self-confidence, raise self-esteem and provide opportunities for self-assessment. We recognise that marking of children's work can have different roles and purposes at different times and that it is most effective when carried out alongside the child.

Recent research by the EEF 'A Marked Improvement?' (April 2016) suggests:

- Marking can provide feedback to pupils and help teachers identify pupil misunderstandings
- In 2016 the Teacher Workload Review Group suggested that written marking:
 - had 'become unnecessarily burdensome'
 - Should be driven by professional judgment
 - Should be meaningful, manageable and motivating
- Marking was identified as the single biggest contributor to unsustainable workload in the Department for Education's 2014 Workload Challenge
- Schools should consider issues such as workload, time and effective strategies when marking.

The EEF suggest that there is currently not enough quality evidence to focus on written marking. However, there are some emerging recommendations:

- Careless mistakes should be marked differently from errors resulting from misunderstanding
- Providing hints and questions for pupils is useful without giving them the right answer
- Use of targets to make marking as specific and actionable as possible is likely to increase progress
- Some time should be set aside to enable pupils to consider and respond to marking
- acknowledgement marking, are unlikely to enhance pupil progress
- Schools should mark less in terms of the number of pieces of work marked, but mark better

We aim to ensure a consistent approach across the school that reflects the findings from this research and ensures that teachers and support staff are meeting the professional duties outlined through the following teacher standards:

1.6 Make accurate and productive use of assessment

- Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback

1.2 Promote good progress and outcomes by pupils

- Guide pupils to reflect on the progress they have made and their emerging need
- Encourage pupils to take a responsible and conscientious attitude to their own work and study

Links to other T&L Policies

The Marking & Feedback Policy is linked to other whole school policies such as the Handwriting, Presentation and Teaching & Learning Policies

Expectations and purpose

Purpose:

- To enable children to develop as independent learners through helping them to understand where they are in the learning process, where they need to go and how to get there
- To celebrate the achievements of individuals and the whole school
- To measure the progress of pupils
- To check for standards, individually and within the class
- To inform planning through identifying gaps in learning.

Expectations:

At Woolden Hill Primary School:

- All work will be marked, but teachers will be selective about which specific aspects they choose to comment upon. We expect that children will receive one quality mark per week in English. This is where one positive comment and one next step will be written for the child to act upon. In our quality marking, we try to include positive comments and next steps or 'act on' comments e.g. 'I liked the way you have used adjectives. Try including one in this sentence...' In English, or extended pieces of writing, we will try to explain the effect that the writing has had on us as a reader. This will help to reinforce the concept that children are authors.
- All extended pieces of writing (whether undertaken in English or as a cross curricular piece of work) should be marked in depth.
- Following the Singapore Maths Approach, we will ensure that any next steps that are required will be taken directly with the pupil in the next lesson and through guided group time. We will, however, ensure that marking comments will have the opportunity for children to develop reasoning and challenge once per week.
- Shorter pieces of work (across all subjects) can be acknowledged through a 'tick and flick' approach.
- When working with a guided group, Verbal Feedback (VF) may be used to respond quickly to misconceptions so that children can be re-directed back to the Learning Objective and Success Criteria
- All work must be marked
- One piece of work in Science/Topic/RE to be in depth marked per half term (apart from cross curricular writing)
- We do not correct all mistakes within a child's piece of work, but usually mark against a success criteria that fits the specific teaching in that lesson. However, the 'basics' must be corrected (e.g. the date, title, high frequency spellings (a maximum of 3 words)).
- We do not use marks out of ten or grades on children's work, except in a test or formal assessment situation.
- During each lesson, the teacher will ensure the children understand what the learning objectives and outcomes are and that these will be the criteria by which the children's work will be marked.
- Teachers will recognise effort as well as quality, not in a vague or generalised way, but linked to specific skills or understanding
- Teachers will ensure that children have the time and opportunity to read marking comments and prompts to enable them to respond
- Sometimes children will mark their own work or each other's under the supervision of the teacher or Learning Support Assistant
- At the start of each lesson, the learning objective will be shared with the children.

Pupils will:

- always attempt to produce work of a high standard
- Demonstrate their understanding of the importance of presentation and punctuation
- Self assess where appropriate using the traffic light system, which is displayed in every class.
- Aim to make improvements to their work in relation to feedback given
- Contribute to success criteria identified in lessons
- Understand how to respond to their peers work sensitively.

Progression of Marking and Feedback

At Woolden Hill Primary it is important to us that the children get a consistent message as they move through the school. In this respect a progression of marking and recording has been implemented so that children can recognise when they have achieved success whether they are in the Foundation Stage, Keystage 1 or Keystage 2. To achieve this consistency, the team at Woolden Hill use the colours of **Purple** for success and '**Green for Growth**' (next step development).

Foundation Stage

- Due to the practical nature of the Foundation Stage and the encouragement of Free Flow Play, it is expected that children will receive positive feedback both verbally and through the use of written feedback in the presence of the child. Children know that they have succeeded when they receive positive verbal comments from adults.
- When comments are recorded they will be written in **Purple ink** – this is the colour that will indicate to the child that they have achieved success. Written comments will usually appear in the child's English book when working with an adult on other guided activities.
- The Foundation Stage team will continue to record their observations to inform progress against the Development Matters document (using Tapestry). These recordings will be used as reference documents by the team to inform their assessments.

Keystage One

- During this Keystage, children will be required to make more formal recordings in various books that span the National Curriculum Subjects. **Purple Ink** will be used to highlight to children that they had achieved success against the learning objective. The Keystage One team is very aware that Marking needs to inform and therefore are conscious that long comments may not be accessible to certain groups of children.
- Any piece of work, in any subject, that the child will have the opportunity to look back and reflect upon will be marked with **Purple ink**. In doing so the children will recognise the consistency of marking across all subjects and all work books and folders.
- The Keystage One team will also introduce **Green ink** in their Marking – this will then continue throughout the school. **Green ink** indicates to a child a "Developmental" point – an area within his/her work in which an improvement could be made and reflected upon.
- The Keystage One team will also introduce the code of "Sp" to highlight to children that a spelling error has occurred. Again this will be highlighted in **Green**. Not all words will be corrected by the person marking the work (a maximum of 3 words per piece of work), but words that children are expected to be able to spell (common exception words) according to their ability. Words which have been focused upon in the classroom, either within Phonics sessions or through weekly spelling checks will also be highlighted to show success or development.
- The omission of capital letters and basic punctuation will be written over or added accordingly using **Green ink**.
- During the development of writing structure, children may omit the gaps between words necessary to make the writing legible. A single **Green inked line** or finger drawing will demarcate where the child should have left a "Finger Space".

- The code “VF” will also appear in books and folders – this will indicate that “Verbal Feedback” has been given to the child – this will take place during the session and tends to be immediate.

Keystage Two

- The Keystage Two team will apply and extend all the above procedures – ensuring that the children fully understand how their work has been reviewed by an adult and what he/she can do to improve work further. The colours of Purple and Green will be firmly embedded at this stage and the children will recognise the routines associated with evaluation and “Marking”.
- The codes “CL” and “Sp” will feature above the word and developments and success will be underlined using the appropriate colour. The children are expected to write the correct spelling in their spelling logs at the back of their literacy books.
- When a child has reflected on a piece of work or read an adult’s comments, he or she is asked to write their initials to show that they have understood and recognised how the piece of work can be developed.

VCOP (Vocabulary, Conjunctions, Openers, Punctuation) marking

VCOP marking is used across KS1 and KS2 and helps children to self-assess their work against their success criteria by highlighting their use of vocabulary, conjunctions, openers and punctuation. In KS1, the children will start with fewer areas to look at and this will build up to the four areas as the child achieves more stamina in their writing.

The expectation is that teachers use a VCOP mark at least once per unit of work and for all independent assessed pieces of writing (usually hot and cold tasks).

Learning objectives and success criteria

At Woolden Hill Primary School, we use learning objective and success criteria to help the children to understand their learning journey and assess their understanding within each and every lesson. Our marking wherever possible, is completed alongside the pupil with discussion and positive, constructive comments linked to the success criteria for the lesson. This helps the children to understand and adapt their approach in the lesson, rather than after the lesson has taken place.

An example of a success criteria is :

Date:		
L.O:		
<i>Self assessment</i> 	<i>Success Criteria</i>	<i>Teacher assessment</i> 
To achieve this learning objective, I will need to use my:		
Perseverance <input type="checkbox"/>	Independence <input type="checkbox"/>	Resilience <input type="checkbox"/>
Teamwork <input type="checkbox"/>	Gratitude <input type="checkbox"/>	Creativity <input type="checkbox"/>
Empathy <input type="checkbox"/>	Curiosity <input type="checkbox"/>	

Our pupils will either dot, single tick or double tick the self-assessment boxes depending on how well they feel they have achieved the success criteria.

We use 'cold' or pre-learning tasks at the beginning of a unit of work to help us assess children's understanding without any teaching. This helps us to inform our planning, groupings and children's interests.

At the end of a unit of work, success criteria are used as part of the 'hot' task. This helps the children to apply what they have learnt over the unit into their final showcase piece.

Self and Peer assessment

Throughout the discussion process of evaluating and "Marking" work, adults will refer to "WWW" (What Worked Well) and "EBI" (Even Better If...) Children will be asked to respond to these statements, either as a whole class or through peer-to-peer support. These discussions are used to encourage the child to be reflective and critical of their own and other's work in a supportive and respectful manner. Any time that a child is asked to provide a response to their work (either through assessment, editing their work or being a response partner) they will use their 'polishing pens' which are in the colour of **orange**.

Equity

Work and tasks are structured to be challenging to promote progress. The Keystage teams feature a wealth of experience – Teaching Staff, Classroom Support Assistants, Trainee Teachers and Volunteers. Different groups will work with different support throughout the week and will also work independently. To ensure what support has been given a stamp will be made alongside the children's work which will state:

1. Teacher Assisted Work
2. TA Assisted Work
3. Independent Work

Other points:

The Creative Curriculum promotes independent learning and all children are expected to investigate areas of learning. There may also be times when learning takes place through practical activities which may result in no written recording. If a practical activity takes place, the learning objective and success criteria will still feature in the child's book and assessed by the teacher and pupil. In some instances, the use of QR codes will be used to show the final outcomes. The school advocates the use of 'pen down days' to support teacher workload.

Progress and attainment will be evaluated by the English and Maths leaders on a termly basis and will ensure that children are aware of their targets according to the recordings and assessments from class teachers.

The Headteacher and senior members of staff will conduct termly work scrutiny and lesson observations to monitor that the "Marking Policy and Procedures" are being effectively applied and that procedures are promoting progress for all pupils regardless of ability and position.

	Finger space
•	Full stop
ABC	Capital letter
WOW!	Adjectives/Adventurous word choice
+	Connectives (and, because...)
	See it, Say it!
th	Look at the letters, make the sounds and blend the sounds together
sp	High frequency spelling mistake
VF	verbal feedback
CAT	Come and talk about this

KS2 Marking Code

I have a **responsibility** to work hard and present my work to a high standard at school in every lesson and I have the **right** to know what I am doing well and what I need to do to improve.

My teacher has the **responsibility** to mark my books to tell me how to improve.

I have a **responsibility** to check through my teachers comments and think about (reflect) on what he/she has written. I will use the comments to improve and my correct my mistakes.

I have the **right** to know how my teacher will mark my work. I have a **responsibility** to check and remind myself of the codes that are being used.

Code	What it means
Purple underline	I have achieved the Learning Objective for today's lesson
Green underline	Shows me that I haven't yet achieved the skill for today's lesson and I still need to work on it. My teacher will show me how to improve.
orange polishing pen	I have looked at my teacher's comments and responded so my learning improves.
✓	Great- my work is correct
○	I've missed out some punctuation or a capital letter.

SP	I made a spelling mistake of a word I should know how to spell
Sp x3	I need to correct my spelling mistake and write it out three times using my best joined up handwriting in the back of my book
^	I've missed a word out
NP	I should have started a new paragraph
VF	The teacher and I discussed my work and told me how to improve
CAT	Come and talk about this
Green	I correctly used punctuation here
Yellow	This is the word that starts my sentence (sentence opener)
Pink	I used vocabulary that interested or excited my reader here
Blue	I used a conjunction here
•	In my self-assessment, I don't think I achieved the Success Criteria
√	In my self-assessment, I think I partly achieved the Success Criteria
√√	In my self-assessment, I think I fully achieved the Success Criteria