

West Ashtead Primary School

Policy for



Marking and Feedback Policy

Governors' committee responsible	CLC
Person responsible for updating policy	Headteacher
Reviewed	Spring 2022
Next Review	Spring 2023

Curious, Creative, Motivated

West Ashted Primary School is committed to providing a happy, stimulating and supportive learning environment underpinned by our values of respect, equality, aspiration and perseverance.

This policy uses these principles to support its aims, objectives and procedures.

Introduction

Marking and feedback is an essential part of planning, teaching, learning and assessment. It should respond to children's work through constructive comments that acknowledge pupils' achievements as well as encourage positive attitudes and learning behaviours leading to improved standards and outcomes.

Effective marking allows for self assessment whereby a child can recognise their next steps in their learning. It also encourages them to accept help from others.

At West Ashted we aim to mark positively wherever possible to enhance self esteem and confidence.

Effective marking should:

- Evaluate and assess children's learning
- Tell pupils how well they are doing
- Teach pupils what they need to do to improve
- Leave pupils with action points
- Show them their work is valued
- Provide sensible advice
- Establish continuity in comments from one piece of work to the next
- Be consistent across the school
- Inform future planning and learning
- Help parents to understand the strengths and areas to develop in their children's work

Responsibilities

The Headteacher and Senior Leadership will:

- Monitor marking and feedback through children's work and discussion with children
- Support staff feedback in order to raise standards
- Ensure that marking and feedback is manageable for teachers and staff
- Involve all adults working with children to implement the policy

Teachers will:

- Give recognition and appropriate praise for achievement
- Allow specific time for children to read, reflect and respond to marking so that they become aware of and reflect on their own learning needs
- Give clear strategies for improvement
- Respond to individual learning needs, marking face to face with some and at a distance or providing opportunities for independent and peer marking for others
- Use assessment and marking to inform future planning and individual target setting

Teaching Assistants will:

- Ensure they are aware of the school's marking policy and check with the teacher about the appropriateness of marking and feedback in their teaching situations
- Ensure that the teacher is made aware of any difficulties and successes that a child may have

- Use knowledge of how children responded in order to assist in the planning or adaptation of the next lesson

Parents will be:

- Encouraged to take an interest in the progress of their children and to contact the teacher if they have any concerns about their children's learning
- Encouraged to understand how marking and feedback can be used as a real tool for learning and improvement
- Encouraged to understand that their child's developing independence and responsibility for their learning is enhanced through opportunities to review, consider and edit their work whilst it is still relevant and current.

Forms of Marking and Feedback

At West Ashted Primary we recognise that a variety of marking strategies should be used on a daily basis to support the learning of our children. All comments made by staff are expected to be written in neat legible handwriting that models the schools style.

Verbal Feedback

We recognise the importance of children receiving regular oral feedback. Adults talk to children about how they have met the learning objective and the success criteria. Through discussion, teachers will correct any misunderstandings and extend learning by giving next steps advice. Children of all ages need verbal feedback but this is particularly important in the Early Years, Year 1 and for some SEN pupils who are unable to read a written comment.

Acknowledgement Marking

All written work should be acknowledged by a tick at a minimum and adults could use short phrases to acknowledge an aspect of work or effort eg great story, super handwriting, excellent effort or use a smiley face symbol *This would be seen in which type of lesson / which subject*

Self Marking

At times children are given the opportunity to mark, correct and edit their own work. This is usually in response to success criteria or actual answers given by teachers or teaching assistants. *This would be suitable for reading comprehension answers, times tables practice*

Paired Marking

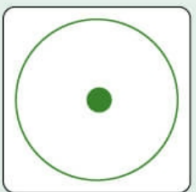


Children are asked to mark the work of another class member as part of effective teaching and learning practice. They do this against the success criteria set out for the lesson. Children will be encouraged to write a constructive comment as to how the work could be improved from the end of KS1. Children should do this in pairs so that the author has ownership of the work

Marking within Subjects

English Each child will have one piece of work marked each week giving detailed feedback to the child and next steps activity for them to complete. This may increase in a specific writing week where children need to improve aspects of their writing before completing an extended independent piece of writing

- All written work will be ticked as a minimum to recognise the work a child has completed and where relevant an acknowledgement sentence or short phrase can be used
- In KS1 and KS2, English and maths work is marked referencing success criteria. This supports adults and children to focus on aspects of work that are or are not evident in their writing that need addressing and supports next step marking and teaching. Where a step has been missed in the success criteria, children should be expected to add in that step.

- Spelling mistakes need to be highlighted in all written work (including maths) and opportunities for children to correct spelling. Spellings that are identified should link to common exception words from current or previous year groups or words linking to those explored in spelling lessons
- In the margin of a book, spelling mistakes along a line, should have SP written in the margin and the mistake underlined. In Y5 and Y6, the children should look up the spelling in the dictionary and write it out 3 times underneath their work. In Y3 and Y4, the teacher should write the spelling underneath the work and the child should write it out 3 times.
- In the margin of the book, punctuation mistakes should have a P written. Where possible, the children should self correct this mistake. This could be done as part of paired marking or with adult support if needed.
- Grammatical errors should have a wobbly line underneath the pertinent part. Children would be expected to correct either independently, in paired marking or with adult support if necessary
- In EYFS and Year 1, symbols may be used to support children with feedback. These may be:

	Full stops
	Capital Letters / Lower Case letters
	Finger Spaces

Mathematics

It is vitally important that work is marked *daily* to ensure the teacher can support each child to move their learning forward the next day. Work cannot be left unmarked. The teacher needs to acknowledge and support missed learning daily.

1) In terms of marking, please support the children by giving them an additional question to attempt the following morning if the concept is not grasped fully the day before. Marking should be about moving the children forward in their understanding and additional questions/challenges can be a great way of achieving this. Please aim to challenge your children's understanding when marking their work on a weekly basis.

Example: Why do you think this is necessary? What would happen to the pattern if you doubled each digit? Is there a quicker method to solve this question?

2) Please provide your children the opportunity to correct their work by writing out the correction in full. Writing out just the answer is not as effective as showing the children the method.

Science

All Science written work should have at least a tick to acknowledge the work or an acknowledgement sentence, short phrase or symbol to recognise the work a child has completed and the learning achieved.

- Next steps marking should take place within the unit of work

History and Geography

Presentation is key for our recorded History and Geography work. Verbal feedback - in praise of or to improve thinking skills - should be given in response to children's learning during the lessons. Photographs of practical learning activities or linked work in other subjects such as Art should be included to allow for assessment of learning, comment on achievement and next steps.

- Each new History and Geography topic should start with a contents page that has space for teacher's comments on the children's work.
- Each box should include an enquiry question and the success criteria that will show the children's learning. Teachers should highlight the appropriate success criteria achieved by the children in that lesson.
- Recorded learning, e.g. worksheets or photographs, should include the enquiry question to link the work to the comments on the contents sheet.
- Written comments should be on the topic contents sheet and not on the work.
- Comments should reflect children's learning, understanding of the topic, historical and geographical skills shown, and highlight spelling of key vocabulary.
- Challenge and Greater Depth work should be clearly defined both on the written work and in the teachers' comments.

Other subjects:

Some subjects are difficult to mark due to their practical nature but:

- All written work should have a tick or stamp to indicate that recorded work has been seen
- Spelling mistakes, particularly for subject related vocabulary, and basic punctuation errors need to be highlighted and opportunities given for children to correct these

Marking and Feedback in the Foundation Stage

Marking and feedback in the Early Years Foundation Stage is in response to observations of children's learning. Therefore, it will be more heavily weighted towards verbal feedback and staff discussion. Appropriate methods for marking and feedback in EYFS are:

- Regular praise and encouragement
- Adults talking to children individually about their achievements and how to develop their skills further
- Group time where children talk with their peers and teacher about their learning
- Paired peer assessment
- Annotation of photographic evidence
- Written observations
- Simple images as reminders or rewards eg smiley face, stamp

- School reward system to celebrate their achievements

Moderation

Opportunities for work to be marked with other teachers is provided as necessary to develop consistency of expectations and moderation of standards

Monitoring and Evaluation

The Senior Leadership Team along with Phase and Subject Leaders monitor samples of work to monitor the implementation of this policy. An analysis is made and feedback given to staff. The desired outcomes of this policy are an improvement in children's learning and greater clarity amongst children and parents concerning achievement and progress. The performance indicators are:

- An improvement in children's attainment
- Teacher testimony concerning the usefulness and manageability of the marking system
- Consistency in teacher's marking across the school
- An awareness on the part of the pupils of what is expected of them
- Improved presentation