Wyton on the Hill Feedback and Marking Policy

1. Introduction

We believe that effective feedback and marking is an essential part of teaching and learning because it:

- promotes dialogue between teacher and children;
- builds children's confidence and independence in reviewing, improving and understanding their own work;
- informs successive planning, teaching and learning;
- identifies and plans for children at all levels who need additional support, consolidation or more challenging work;
- is proven to be a strong contributory factor in accelerating attainment and progress;
- supports the school's 'learning to learn' culture and values, raising the profile of resilience, responsibility, reasoning, reciprocity and reflectiveness;
- recognises, encourages and rewards children's efforts and achievement, celebrates success and promotes the identification and correction of mistakes as part of the learning process.

In order to achieve a whole-school approach to marking and feedback, methods used must:

- be consistent across the class;
- be developmental across the age-range;
- promote high levels of confidence;
- evidence high expectations from teachers and children;
- not limit children's ability through circumstance, negativity or pre-conceived limits;
- be consistently applied by all those working with children in school, including long-term supply teachers, temporary and support staff.

We believe that all children, irrespective of physical ability, race, gender, creed or stage of achievement should be given the opportunity to reach their full potential in all areas of the Curriculum. Marking and feedback at Wyton on the Hill is tailored to the range of needs and abilities of each child. We also consider the summative assessment of children in various groups (gender, ethnicity, etc) as part of our six pupil progress meetings a year and plan accordingly should there be any gaps shown in progress. This is reviewed, evaluated and if necessary, modified at subsequent meetings.

2. Principles of Effective Feedback and Marking

To be effective, feedback and marking must:

- provide constructive feedback which helps pupils to understand what they have achieved and what they need to do next;
- encourage pupil engagement through questions which are followed up;
- focus on assessing pupils' performance against learning objectives;
- focus on explicit learning intentions as the criteria for success;
- engage with subject-specific knowledge, understanding and skills;
- have high expectations of the quality and presentation of pupils' work;
- ensure it is focussed and targeted in order to make it meaningful for the pupil and manageable for the teacher;
- ensure it is prompt and regular in all classes and all subjects;
- use both written and verbal feedback;

- set specific targets or next steps;
- ensure it is legible and is expressed in clear language appropriate to the needs and abilities of the individual pupil;
- ensure it feeds into the planning of future teaching activities;
- comment on work ethic and skills for learning.

At Wyton on the Hill, a strong balance between these principles should be evident across all subjects.

3. Aims of this Policy

This policy is intended to provide a framework by which staff can plan and evaluate their feedback and marking practice.

4. Frequency of Marking

Children need to have their work progressively marked by the teacher on a regular basis, across all subjects.

All work will be marked before the next session of that subject. This will be carried out in a number of ways:
- during the lesson, which allows for immediate feedback and self-correction;
- during dedicated marking time at the end of each working day;
- during intervention / close the gap appointments with individuals or small groups.

5. Content of Effective Supportive and Progressive Marking

The most effective marking lets pupils know what they have achieved well and what they need to do next. In order to achieve this consistently and progressively across the school, staff have agreed to the following:
- **Adherence to school marking codes for Writing and Maths**
- **Personalised 'close the gap' or 'next step' feedback**
- **Marking against Learning Objectives and Success Criteria**
- **Peer and self-assessment – recorded**
- **Evidence of reflection and response to marking and feedback by pupils**

5.1 Adherence to school marking codes for all written work and maths

The school marking codes for Writing and Maths have been developed to ensure that pupils can see what they have achieved well and where improvement can and should be made using red, amber and green symbols (see Appendix 1 and 2 for details).

Strengths are highlighted in green, with ways forward highlighted in amber or red. Amber indicates that a minor adjustment needs to be made ('nearly there'); whereas red indicates that a pupil needs to take a new approach. The number of each should relate to the age and / or ability of the child, e.g become 'more demanding' as children reach higher levels / year groups.

During weekly extended writing tasks, teachers and pupils will use the school's marking response sheet, which must be stuck into books (see Appendix 3 for details).

5.2 Personalised 'close the gap' or 'next step' feedback

Teachers will identify strengths and next steps using the 'one / two stars and a wish' system. The one / two stars indicate to the pupil what they have done well in a particular piece of work. These may either be written as a statement, or highlighted within work and annotated with a star symbol.

The 'wish' feeds back to the child what they should do to improve a particular piece of work and may be given in a number of ways, depending on the age or ability of the child or on

where the work comes in a particular teaching sequence:

- **as a challenge**

   e.g. Now can you tell me more about the atmosphere on the cliff?

   e.g. Now can you solve that problem in a different way? Which was best?

- **as a reminder**

   e.g. What should you include in the setting of your story? Can you think about this and add more?

   e.g. What do you notice about your setting out in that question? Can you think about this and try again

- **as a series of steps / instructions**

   e.g. First go and check you have included a sentence about the setting. Then see if you can add a little more detail.

   e.g. First work out 10%. Then work out 30% by …

- **as an example**

   e.g. Put a sentence like this……..into your story here to improve the description of the setting.

   e.g. The teacher uses modelling and working out in maths, followed by a similar example for the pupil to complete.

5.3 Marking against Learning Objectives and Success Criteria

Each piece of work completed in lessons should have 'I can….. ' as a title/introduction and differentiated success criteria against which pupils and teachers can assess their progress / achievements and identify next steps.

5.4 Peer and self-assessment - recorded

Time must be given at the end of each lesson for pupils to peer and self-assess and make a written comment which identifies what they think they have done well and what they think they should do or would like to do next.

5.5 Evidence of reflection and response to marking and feedback by pupils

Time must always be given at the beginning of the next session for pupils to read and respond to the marking and feedback in their books (e.g. by completing challenges, addressing misconceptions, completing corrections)and teachers must mark these responses using red, amber and green.

6. Verbal Feedback - VF

Verbal marking is one of the most effective ways of giving feedback to pupils, as it addresses misconceptions and steps for improvement at the point of application. However, it can be difficult to see if it has been effective unless it is recorded.

Staff have agreed to signal where verbal feedback has been given by recording VF in the pupil's book. Where verbal feedback has been effective, the teacher will record this using a green VF and a star.

Verbal feedback may be in the form of:

- a learning conference (discussion with a focus group)
- 1:1 focusing on a specific piece of work
- demonstration and modelling of the learning process and outcomes e.g. 'It might look like this'
- sharing exemplar material before and after work is done or during the lesson through the use of a visualiser

- effective questioning techniques

7. Marking and Presentation

In addition to using supportive and progressive marking strategies, teachers may also comment on the presentation of work. Work should be set out according to the following guidelines and time needs to be spent explicitly teaching and modelling presentation until it becomes habitual:

7.1 General
- All exercise books should be labelled with both the child's names, the subject/purpose and the class and year group.
- All work should be dated on left hand side top line, then a line missed then the title (usually the learning objective) from the left hand side. Then another line missed. In KS1 the teacher should annotate work not titled.
- Children use pencil until they can join their writing BUT once joined, a pen or pencil may be used for all written work. All pupils in Year 6 should have experience of writing in pen.
- Pens should only be the agreed black handwriting pens unless by special dispensation from the teacher for individual children.
- Pupils' self-marking should be completed in blue biro.
- Margins should always be in writing books in KS2.
- New page for each piece of work except Yr5 and Yr6.
- Underline and ruling off in pencil Years 5 & 6.
- Pupils should only use rubbers for artwork. Mistakes should be corrected by one pencil line through, drawn with a ruler.

7.2 Numeracy specific
- All numeracy work to be completed in pencil.
- The short date to be written on left hand side of page – each digit taking a square and each separating dot taking a square also.
- All lines to be drawn with a ruler.
- Only one digit per square in Maths books.
- Decimal points/symbols etc. to have square of their own.

8. Monitoring the Quality of Marking and Feedback

The implementation and impact of the feedback and marking policy will be monitored across the curriculum. Monitoring of this policy is carried out as part of the remit of Curriculum Leads and the Senior Leadership Team.

Strategies for monitoring:
- Classroom observations with a focus on verbal and written feedback
- Work scrutiny - samples of books or folders
- Outcomes in books are reviewed against planning for the lesson
- Pupil interviews and discussions
- Monitoring of the quality of marking and feedback