



UNITE – INSPIRE- EXCEL

Marking and Feedback Policy

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**Member of staff responsible
for this policy in consultation
with staff and governors:**

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**Governing Body Committee
responsible for review:**

Children and Learning

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Ratified by Governing Body:

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1. Introduction

At Westfields Junior School, we believe marking and feedback should provide constructive feedback to every child, focusing on success and areas for development against clear learning objectives and criteria for success. We want to enable children to become reflective learners and help them to close the gap between current and desired performance.

2. Aims

Effective verbal and written feedback aims to:

- provide an accurate, informative and progressive approach for each child to build on their successes and develop necessary skills and knowledge;
- relate feedback to the learning objective/child's target;
- build children's confidence and ability in reviewing and improving their own work;
- develop consistent processes across the school to teach children to respond to feedback, self-assess and evaluate their own learning;
- recognise, value, encourage and reward children's efforts and achievement, celebrating success;
- promote dialogue between teacher and children;
- support teachers' assessment knowledge of each pupil as part of Assessment For Learning strategies, in order to plan and refine next steps in learning;
- inform successive planning, teaching and learning;
- identify and plan for children at all levels who need additional support, consolidation or more challenging work;
- be manageable for teachers and accessible to children.

3. Marking and Feedback in Practice

We achieve our aims in relation to marking and feedback using the following methods:

- ✓ **Verbal feedback**
- ✓ **Whole class feedback**
- ✓ **Hot marking**
- ✓ **Self-review**
- ✓ **Peer feedback**
- ✓ **Marking at a distance**

4. Verbal Feedback

Giving immediate verbal feedback during lessons or afterwards that relates to the learning objective (LO), success criteria (SC), the children's individual targets and/or children's attitude towards the task is recognised to be one of the most effective strategies to improve learning. It is highly valued and utilised by all staff at Westfields Junior School, taking place within all lessons, intervention groups and time with teachers and support staff. It can be supplemented by other methods of feedback.

5. Whole Class Feedback

After reviewing children's work and responses to learning, staff understand the importance of giving whole class feedback and are proactive in highlighting successes in learning, identify areas for improvement, issues related to basic skills and take the opportunity to praise efforts of individuals. Feedback is added to a format (appendix 1), communicated to the children either verbally or through the use of IWB pages and time is then given for children to address any issues and make improvements. Whole class feedback is used for all foundation subjects and home learning and when appropriate, it is used for core subjects too.

6. Hot Marking

During the lesson, staff can take the opportunity to mark the children's work when they are beside them to provide children with an understanding of how successful they are and what errors, if any, they need to address.

7. Self-Review

We recognise the importance of children taking an active part in their learning and giving children the opportunities to mark their own efforts. With clear LOs and SC set for each lesson, children are encouraged to review and mark their own work. Checklists are given for certain tasks e.g. longer writing tasks and having had this strategy modelled to them, children are required to use green pen in order to mark their work, use the green pen to make corrections and use the yellow highlighter to

show specific successes in relation to the LO and SC. Children can also use the green pen to mark spelling tests, maths questions etc.

8. Peer Feedback

As with self-review, peer review, editing and feedback can be effective in helping the children highlight their successes as well as identify next steps in improving their work. It is common practise for children to read and share their work with a partner and children are encouraged to give verbal and written feedback using the agreed symbols.

9. Marking at a Distance

After the lesson has finished, staff can give written feedback without the children present. All written work is acknowledged by staff with the use of ✓✓, ✓ or ● against the LO. This is completed for the following reasons:

- Children need to know we recognise and value their efforts and learning.
- Motivation, efforts and standards of work produced will remain high if children know we will review their work regardless of subject or activity.
- All subjects are important and we need to ensure we value the learning of foundation subjects alongside core subject learning

A whole staff agreed set of symbols are used to convey clear and consistent messages to the children, striking the right balance between encouraging children to find errors, addressing them independently with providing answers e.g. correcting spelling errors for the children to practise. These symbols are displayed in a prominent position within each classroom and children are very quick to learn what each symbol represents (see Appendix 2).

Where appropriate, and mainly within English, Maths and Science books, developmental marking using stars and wishes, key questions and extensions are recorded so children are aware of specific areas of success as well as areas to improve that relates to the LO, SC, the children’s individual targets and/or children’s attitude towards the task. In both English and Maths, work should be developmentally marked for each pupil at least once each week, and also at the teachers’ discretion.

Checklists for longer writing tasks are used as a tool when giving written feedback. When using these, and in other activities, green highlighters can be used to highlight strengths relating to the LO and SC.

10. Children’s Response to Marking

Written feedback is only effective if children are given time to respond. Time is given by all staff at the beginning of lessons or at designated times during the school day so children can respond to feedback.

11. Written Feedback Non-Negotiables

- All marking is to be done in a clear legible hand with correctly formed letters.
- Purple pen is to be used to give written feedback.
- The marking symbols are to be followed. (see Appendix 2)
- The marking symbols should be accessible to all pupils in the learning environment.
- All children’s work is to be at least acknowledged by staff using ✓✓, ✓ or ● against the LO
- Developmental marking in English and Maths should take place at least weekly and at the teacher’s discretion.
- Time for children to respond to feedback should be given.

12. Stationery

STATIONERY USED	TASKS UNDERTAKEN
Pencil or Blue Pen	LEARNER’S WORK
Purple Pen	TEACHER’S FEEDBACK
Green Highlighter	TEACHER’S HIGHLIGHTING STRENGTHS RELATING TO LO AND SC
Yellow Highlighter	CHILDREN’S HIGHLIGHTING STRENGTHS RELATING TO LO AND SC
Green Pen	RESPONSE TO TEACHER’S FEEDBACK / CHILD EDITING

13. Expectations

All staff set high expectations of all children and therefore we address written work that is below the standard that the individual learner can produce. Key errors in relation to spelling, punctuation, grammar and sentence structure are picked up as appropriate across all subject areas and children should correct their work accordingly.



Whole Class Feedback Sheet
 Date: _____ Lesson: _____












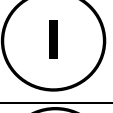
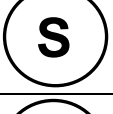

Praise	Cause for concern	Missing/incomplete work
Presentation	Basic Skills	Misconceptions and next lesson notes



Whole Class Feedback Sheet
 Date: _____ Lesson: _____

Praise	Cause for concern	Missing/incomplete work
Presentation	Basic Skills	Misconceptions and next lesson notes

Marking Symbols

	learning objective achieved
	learning objective partly achieved
	learning objective not achieved
C	capital letter required
C	incorrect capital letter
P	punctuation required
P	incorrect punctuation
	does not make sense
	improve this word choice
	check spelling
	spelling to learn and write in your book x3
	positive aspect, linked to success criteria
	positive aspect
	support to move on/next step a wish
	group work
	independent work
	supported work
	verbal feedback given

Marking and Feedback Criteria

	Development & Support Needed (4)	Development Needed (3)	Good Practice (2)	Exemplary Practice (1)
General	There is no evidence of marking and feedback despite corrections being needed in the work.	There is very little evidence of marking and feedback. Corrections/targets are needed. Whole school codes are used sporadically or not at all.	Marking and feedback is clearly evident in work. There is regular evidence of the use of the school's symbols. There may be regular comments or targets relating to improvement in which work is acknowledged and rewarded. There is some evidence of children acting upon teacher's comments.	Marking and feedback is clearly evident in the work. The school's policy on marking is used consistently. There may be regular comments or targets relating to improvement in which work is acknowledged and rewarded. There is regular evidence of children acting upon teacher's comments.
Frequency	There is no evidence of marking or acknowledgment of the work.	Work is generally marked/checked. There is evidence of ticking and the work has been acknowledged by a member of staff.	Most books are consistently marked and there is some examples of marking in detail.	All books are marked and according to the school's policy.
Quality of feedback and response	There is no evidence of verbal feedback. There are no comments/corrections or targets in the children's book/folder.	Verbal feedback is evidenced in the learners' work. There are some comments in the children's books which may include praise and suggest areas for improvement. Targets do not always best inform the learner of how they can improve.	Verbal feedback is evidenced in learners' work and there is evidence that learners respond to the verbal feedback. Written feedback is clear and written in a constructive manner so children clearly know where to go in their next stage of learning. The feedback may include praise and suggests areas for development.	As for "GOOD" there is clear and constructive feedback that ensures that children clearly know where to go in the next stage of their learning. Verbal feedback is evidenced in learners' work and there is evidence that learners respond to the verbal feedback. There is evidence that learners clearly know where to go in their next stage of learning as a result of verbal feedback. There is also clear evidence of regular dialogue between teacher and pupil. Green pens are used to clearly highlight the dialogue. There is evidence of children acting on feedback, commenting on feedback or answering a question posed by the teacher. These responses are well thought-out and evident in the vast majority of the books.
Peer and Self-Assessment	There is no evidence that children are given the opportunity to peer/self-assess their work.	Superficial peer and self-assessment may be evident in learner's books or work e.g. just ticking.	Regular use of peer and/or self-assessment is evident in children's work and as a result, children can evidence that they clearly know where to go in their next stage of learning. Targets are not always useful to children.	Regular use of peer and /or self-assessment is evident in children's work and as a result, children can evidence that they clearly know where to go in their next stage of learning. Self and Peer assessment is based on clear success criteria.
Presentation	<p>Presentation is not good in several of the books from the group and this has not been challenged. There may be evidence of one of the non – negotiables;</p> <ul style="list-style-type: none"> • Graffiti on or in books • Work not stuck in or cut out carefully • Titles not underlined with a ruler • Personal pronoun in lower-case • Spellings - days or the week, months of the year, high frequency words • Capital letters and full stops are not picked up 	As before but one or several of the previous non-negotiables are missing.	Presentation and organisation are rewarded/challenged OR Presentation is generally good/very good. There is no graffiti in or on books. The children clearly take pride in what they are producing.	As for "GOOD" and there is evidence that work improves, where presentation, organisation were previously inadequate. Children go out of their way to ensure that they take pride in what they are producing.