



Whiston Willis Primary Academy

Marking and Feedback Policy



Lead Responsibility	R. Pender	Approved By Governors	(to be approved October 23)
Review date	January 2024		

MISSION STATEMENT

Our school is a safe, happy and inclusive place where everybody is valued, treated equally, respected and where difference is celebrated.

We believe that all members of our School community should reach their full potential academically, socially and emotionally.

We are committed to ensuring that every child is prepared for their future lives as responsible citizens with a strong moral purpose.

Learning is a lifelong journey and we strive for all children to enjoy learning; leading to independent, motivated 'Lifelong Learners' who are prepared to face the modern day wider world with enthusiasm.

POLICY STATEMENT/INTRODUCTION:

Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation and other expert organisations.

The Education Endowment Foundation research shows that effective feedback should:

- Redirect or refocus either the teacher's or the learner's actions to achieve a goal
- Be specific, accurate and clear
- Encourage and support further effort
- Be given sparingly so that it is meaningful
- Put the onus on students to correct their own mistakes, rather than providing correct answers for them
- Alert the teacher to misconceptions, so that the teacher can address these in subsequent lessons.

Policy Principles

Marking and feedback should:

- Be ultimately focussed on the children.
- Be manageable for teachers.
- Be appropriate to the age and needs of the children.
- Relate to learning objectives which must be shared with children.
- Include and involve all adults, working with children in the classroom.
- Give children continuous opportunities to become aware of and reflect upon their learning needs.
- Give recognition and appropriate praise for achievement.
- Give clear, explicit strategies for improvement.
- Allow specific time for children to read, reflect and respond to marking.
- Respond to individual learning needs.
- Inform future planning and individual target setting.
- Be accessible to children.
- Be consistent throughout the school, with set codes and strategies in place.
- Ultimately be seen by children as a positive means to improving their learning.
- Be reviewed regularly, responding to research, findings and needs of the children.

Policy Aims

We recognise that marking and feedback is crucial to the assessment process and if done effectively, can enable children to become independent and confident to take the next step in their learning.

To ensure that marking and feedback is effective and empowers the learner we aim to:

- Establish opportunities for prompt and regular written or spoken dialogue with children as part of our daily routine.
- Ensure that both teachers and children are clear about the learning objectives of a task and the criteria for success.
- Ensure that children are encouraged to comment on and evaluate their work before handing it in or discussing it with the teacher.
- Ensure children are praised when their work reflects the learning objective or success criteria.
- Provide children with time to act on the feedback they are given.
- Ensure teachers provide constructive suggestions about the ways in which the child might improve his/her work.
- Ensure that teachers agree next steps with the child and follow up the agreed targets to see how much progress has been made (Assessment grids/1-1 conferencing).
- Ensure that teachers are selective in the aspects they choose to comment on.
- Ensure that teachers recognise effort as well as quality
- Ensure that teachers use the information gained through marking together with other information to inform future planning.

STRATEGIES:

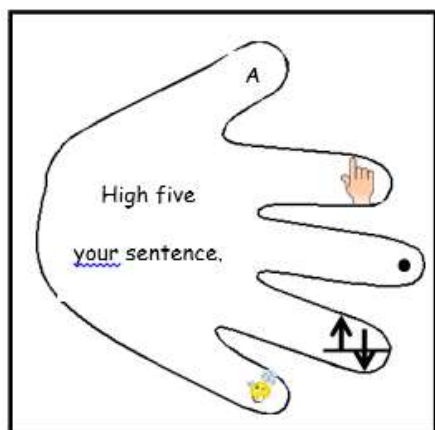
Early Years

Marking and feedback in the Early Years will be verbal, with children being praised for success and supported to develop further. Through discussion with children, all staff will ensure that children know why they are being praised and how it is relevant to their learning. Equally, specific comments will be used to further develop the children's skills, understanding and knowledge. Praise and specific comments will be used in child initiated and adult led activities. Within Early years, children will regularly be encouraged to reflect, saying what they think was good about their activity and how they think they could make it even better.

Teaching staff in Early Years record their observations and assessments in the children's work books/learning journey to support them in tracking a learner's progress and next steps.

Writing

Early Years and Key stage 1 use the high five approach as an independent strategy to check their work for non-negotiables. These are used with the children from nursery to Year 2 **if appropriate**. The ultimate aim is for the children to independently 'high 5' their own work in order to embed the basic skills of sentence building.



KEY STAGE 1 AND 2

Summative feedback – This is associated with closed tasks, such as class spelling tests, and normally requires a tick or dot. Wherever possible, children will self-mark these activities, discussing with their peers or staff within the classroom to discuss the learning that has taken place.

Formative feedback – This can be either oral or written but should always be focused firstly upon the learning objective (L.O) and personal target (Assessment grid/1-1 conference agreed targets) and then on other age-appropriate features, with a particular focus on taught spelling rules/curriculum spelling lists/ high frequency words. For this to be successful children need to understand both the learning objective and what they need to do to achieve the learning objective. This enables the child to know what the teacher will be looking for in the finished piece of work.

Verbal feedback – This feedback is oral and is mostly given at the point of learning, or as close as possible. The feedback will be either personalised to an individual child on a 1-1 basis or general whole class/group feedback.

This feedback will be given as a result of assessment for learning conducted by staff and will be clear and concise steps given for the children to improve. The child will record this using VF in their books as a reminder and prompt to address the error/misconception or area to develop.

Marking – All work will be acknowledged as right or wrong with a tick or dot, mostly within the lesson.

1-1 Conferencing (These will be used for identified children as targeted support)

At 3 points in the year (autumn, spring, summer), identified children will receive a 1-1 conferencing session. During this session, the teacher will sit 1-1 with a child and discuss their writing in depth. They will discuss what is working well and what to improve. The children will receive 3 specific, personal targets for them to focus in on. There will be a particular focus on the learning outcomes covered throughout the unit as well as age-appropriate spellings and basic skills (use progression of skills document), often from previous years. A conference receipt will be agreed and copied to store in trays for the child/staff to refer to whenever they are writing, in all aspects of the curriculum, including foundation subjects.

In- depth marking

At the end of every English unit (2-3 weeks), children will produce a piece of extended writing. This will be deep marked against the unit success criteria (current learning), which will be marked against in their books. The children will also get 2-3 targets to highlight what they can do to make their writing even better. If the child applies all elements of the success criteria, they achieve a gold star, which will be stuck in their book as a positive recognition of good standards of achievement. SEN may have their own success criteria to work towards, which will be acknowledged in the same way. SEN success criteria may remain the same for an extended period until basics are embedded.

Marking secretarial features – Spelling, grammar, punctuation and handwriting will be addressed using the whole school symbols highlighted below. There will be a sharp focus on non-negotiables (content taught in previous years) and taught spelling rules. Non- negotiables are displayed constantly in classrooms. In KS1, the spelling will be written at the top of the page and a line under the incorrect spelling. The child will then write the correct spelling in purple pen. In KS2, SP will be written in the margin and a line drawn under the incorrect spelling. An adult will write the correct spelling in their spelling journal and the child will correct with their purple pen. In KS1, symbols taken from the high 5 model will be drawn in books to tell the children what their next steps are and guide them to edit their writing appropriately.

Self-marking – Children will be encouraged to self-evaluate wherever possible. Children can develop the ability to identify their own successes and look for their own improvement points, encouraging our children to self-regulate and reflect.

Peer-Marking - When necessary, children will be encouraged to mark or analyse the learning of their peers, offering any suggestions to correct or improve.

English

At Whiston Willis, we put the ownership on the child to edit and up-level their own writing. This is supported with the variety of formative feedback strategies they are exposed to throughout the writing process.

Verbal feedback will be given to children during the lesson wherever possible. Verbal feedback will be immediate, at the point of learning and may be individual, group based, or to the whole class (see strategies to support effective feedback). Staff will work with identified groups/individuals on a daily basis and give verbal feedback to move them forward. VF will be written in the child's book, mostly by the child, and outline what the area to develop was. In KS1, symbols taken from the high 5 model will be drawn in books to tell the children what their next steps are and guide them to edit their writing appropriately.

Written feedback will be written in books, mostly by the children, during verbal feedback sessions **when necessary**

Wagolls will be used within lessons, using Air Server, to model to the children 'what a good one looks like' and provoke group /paired or whole class discussion on what could be improved, e.g. showing a piece of writing that is not using punctuation correctly and encouraging children to spot it.

Whole Class Feedback Sheets will be used based on previous lesson, **when necessary, across** the curriculum to make the children aware of any misconceptions, 'things to share', presentation WAGOLLS etc. This is to enable the children to then check their own work and edit where needed. This can be completed as a whole class using Air Server. This will mostly be used when teaching the children to write an extended piece of writing.

1-1 Conference (identified children only) – Identified child will sit 1-1 with a member of staff and talk through their writing. They will have dialogue regarding for e.g. *What worked well? How cohesive is my writing? What must I do next to improve as a writer?* As a result, the child will receive clear and precise areas for development which will be re-visited at a later date, during the review process.

Self-Assessment – Children are often expected to self-assess against the learning objective, using 1-3. Children are expected to identify where they are on the traffic light and articulate why.

Maths

Teachers will always ensure correct /incorrect work has been addressed.

This may be done through:

- Verbal feedback given or comments, where necessary, leading to the children responding in purple pen. This may also, at times, be addressed in subsequent lessons (repetition of the learning objective) to address misconceptions (VF in book with comments discussed)
- Always provide pupils with time to respond to feedback.
- Use **quality questioning** to challenge children's reasoning and communication about mathematical ideas and vocabulary
- Pre-teach is used to support children who may have struggled during the lesson before or simply lack confidence in maths. This allows the children to look at the worksheet content prior to the lesson.
- Same day intervention groups will be identified using assessment for learning and support the children in 'keeping up or accelerating' not 'catching up' (FI in either journals or workbooks with staff initials). In light of social distancing rules, intervention groups will be conducted within the classroom.
- Honesty sheet – when necessary, honesty sheets will be available to the children in Y3-6 for marking and self-reflection, any reflection work carried out by the children is written in purple pen. Children are encouraged to identify where they have gone wrong and make a note for their own development in future learning.
- During '**Explore**' section, if necessary, children are challenged to use a variety of methods/representations within their book. This section is discussed and modelled by the teacher and does not need marking.
- During **Guided Practice**, the teacher will model some examples, children will then teach each other and use these questions to practice in their journals. Teachers will then model the answers to these questions and children will self-mark using purple pen. Where teachers believe children need support, they will complete their workbook under the guidance of a member of staff and highlight their questions using a pink pen. When working independently, questions will be highlighted green.

All editing/corrections completed by the children is in purple pen.

Marking in books across all areas of the curriculum – Y1-6

All work will be marked with ticks or dots to indicate whether it is correct or incorrect. This will be in green pen (teacher) or purple pen (self-marking by pupil) and will mostly be done throughout the lesson. Children will correct their work with purple pen, where appropriate, if the child has received any verbal feedback they will write VF first. There should be evidence of children correcting their mistakes to show they understand where they went wrong across all areas of the curriculum. Accuracy of subject specific knowledge and spellings are focussed on within foundation lessons.

History/Geography Essay – Children are guided to write a history/geography essay at the end of their unit which gives them the opportunity to demonstrate their knowledge. Each paragraph will be marked accordingly using marking symbols dependent upon success. Any partially or not achieved sections will be used by the teacher to inform future planning/ low stakes quizzing.

Science Learning Review – Children are guided to respond to all 6 lesson questions from throughout the unit to demonstrate the knowledge obtained. Each section will be marked accordingly using marking symbols dependent upon success. Any partially or not achieved sections will be used by the teacher to inform future planning/ low stakes quizzing.

In all areas of the curriculum, learning objectives will be marked with the appropriate symbol depending on whether the child has achieved, partly achieved or not achieved the learning objective. If children have partly or not achieved the objective action will be taken by the teacher in subsequent lesson.

Achieved ✓ ✓
Partly achieved ● ✓
Not achieved ●

The following symbols may be seen in books across the curriculum:

● - Incorrect

✓ - Correct

SP - Incorrect Spelling

○ - Something is missing

VF - Verbal feedback given

FI - Flexible intervention

Pink highlighter – indicates support has been given

Green highlighter – indicates the child has tried it independently

Green pen – teacher comments

Purple pen – children’s response

These symbols may be used when staff/peers are directing children to a mistake or area to correct. This will be responded to by the child with purple pen.

Piles may be used at the end of lessons to organise books using comparative judgement. This is then used to inform the next lesson’s planning, huddles, intervention groups or whole class feedback sheets.

Self-Reflection is a teaching and learning strategy used by the pupils to articulate where they feel they are in their learning journey. The children will often be encouraged to explain why they are at a particular point in their learning to staff or peers, knowing what they must do in order to continually improve.

Pre-teaching may be carried out, when necessary, to ensure the children have the necessary basic skills they need to access the subsequent lesson. It requires teacher judgement and knowledge of the curriculum to identify when this will be necessary.

Pupil Voice

Before creating our policy, we consulted our school council and asked what they like seeing in their books and the type of marking they believe helps them to improve.

The children’s responses were summarised as follows:

- They like to know when they are doing it right
- They like to know what to do to improve
- They feel that talking to the adults in the room about their work really helps
- They like to see ticks and dots, so they know which of their answers are right and wrong
- They like to show their work on the visualiser/air server
- They like the responsibility of marking their own work and discovering where they have gone wrong

Strategies to support effective feedback

A range of strategies / approaches should be used to ensure children receive high quality feedback at the point of learning. This list will be added to as practice and research develops.

Piles/book organisation	Used at the end of some lessons to organise books using comparative judgement. This is then used to inform the next lesson's planning, huddles and any intervention groups.
Visualiser	The visualiser is the most important tool when considering formative assessment in the classroom. This should be used regularly when looking at work and considering self and peer assessment.
Whole Class Feedback Sheet	Written based on previous lesson when necessary to make the children aware of any misconceptions, 'things to share', presentation WAGOLLS etc. This is to enable the children to then check their own work and edit where needed.
Individual / group feedback session	Based on information collected by the teacher, pupils will receive focussed feedback from staff as individuals or as a group if there is a theme that needs addressing.
1-3 Scale	Pupils will self-assess using the 1-3 scale. This can then be used by the teacher to consider their depth and accuracy of understanding.
Environment	Teachers must consider their environment carefully. Tables are to be set up to facilitate effective feedback at all times. (L shape and horse shoe)
Reactive planning	Next steps - whole class teaching
Quality questioning	Questioning may be used throughout lessons to further deepen children's thinking and understanding
Honesty Sheet	A self-marking tool available in maths for the children to check their understanding and support them in discovering where they may have gone wrong
1-1 Conference	Identified pupils will receive a 1-1 feedback session with the teacher/TA to discuss their writing in detail and clearly outline key points they can implement to improve
Same Day Intervention	For identified children, a flexible intervention will take place as close to learning as possible, preparing the children to have full access to the subsequent lesson, and 'keeping up not catching up'.
Pre - teach	Pre-teaching may be carried out, when necessary, to ensure the children have the necessary basic skills and confidence they need to access the subsequent lesson. It requires teacher judgement and knowledge of the curriculum to identify when this will be necessary.

EQUALITY IMPACT STATEMENT:

Under the Equality Act 2010, we have a duty not to discriminate against any person based on 'protected characteristics'.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at Whiston Willis.

MONITORING:

The practical application of this policy will be reviewed by subject leaders in consultation with the curriculum lead within school regularly. The effectiveness of the policy is demonstrated through subject leadership reports to governors which include impact statements on outcomes for pupils and the quality of teaching and learning.

The policy document will be reviewed by the subject leader and curriculum leader annually or earlier if required.

