Haydon Wick Primary School

Feedback and Marking

Key Document details:			
Author:	A Gale	Approver:	
Owner:	SLT	Version No.:	4
Date:	June 2021	Next review:	Annual
Ratified:			
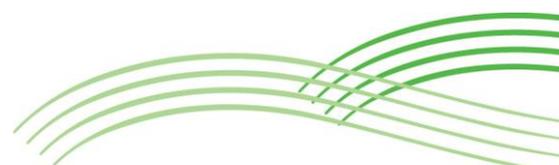
Haydon Wick Primary School is committed to providing relevant and timely feedback to pupils, both orally and when appropriate in marking. Feedback and Marking intends to serve the purposes of valuing pupils' learning, helping to diagnose areas for development or next steps, and evaluating how well the learning task has been understood.

Marking and Feedback should aim to be a process of creating a dialogue with the learner, through which feedback can be exchanged and questions asked; where the learner is actively involved in the process.

'Imagine what a difference it would make if all children knew what they were good at and knew what they needed to do to improve'.

AIMS

We aim to:

- Provide consistency and continuity in Feedback and marking throughout the school so that children have a clear understanding of teacher expectations.
- Use Feedback/marking as a tool for formative on going assessment.
- Improve standards by encouraging children to give their best and improve on their last piece of work.
- Develop children's self-esteem through praise and valuing their achievements.
- Create a dialogue which will aid progression.

Principles of good Feedback/marking

Good feedback/marking or annotation of children's work should:

- Be positive, motivating and constructive. (No negative comments in book turn into a next step/way to improve/ make clear what you want them to do)
- Be at the child's level of comprehension.
- If written comments, written in handwriting that is legible and a model for the child.
- Positively affect the child's progress to aid their next step of learning

The purpose of AFL is to provide feedback in such a way that learning will improve as a result. Teachers will need to identify next steps in learning as well as responding to mistakes. Feedback will always be constructive and sensitive. Feedback will comment on the work rather than the child, although there may be occasions when it is useful to reflect on the child's attitudes this should be done verbally during or after the lesson.
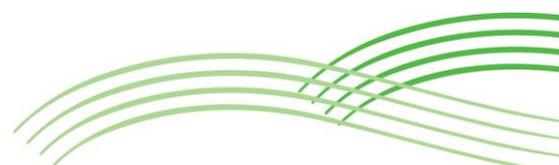
**All teachers will adhere to the above principles and**

- Provide regular feedback
- Provide time in lessons to review work from previous lessons as necessary.
- Adjust planning in the light of marking
- Make learning objectives explicit
- Involve children in the process from an early stage. (as part of formative assessment)
- Ensure children are clear about the teacher's expectations
- Give children opportunities to become aware of and reflect on their learning needs from the Feedback/marking
- Use children's work as examples WAGOLL: what a good one looks like. (use visualiser to show good examples of children's learning)

<u>Procedures</u>

- Look for progress and success before areas to develop. Effective marking and feedback is supportive and positive for children
- Link marking to the learning objective and success criteria. Refer to these when giving feedback, as appropriate
- Link marking to targets: individual Special Educational Needs and Disabilities – (SEND) groups, layered targets, etc. as appropriate
- Give positive public feedback for high achievement
- Look for persistent errors and patterns of errors, rather than every error made as appropriate to age group: be selective and sensitive in marking/ feedback. i.e. not every incorrect spelling will be highlighted, only words that an individual child should be reasonably expected to know
- Ensure Feedback/marking to work is regular and prompt after completion

<u>Oral</u>

- This is the most regular and interactive form of feedback.
- Focus on being constructive and informative to help pupils take the next steps in their learning.
- Can be direct (targeted at pupils/individuals) or indirect (whole class can listen and reflect on what is said).
- Whole class or group marking of one piece of work can be useful as the teacher invites children's contributions so that the piece is marked through a process of discussion, analysis and modelling.
- It is an opportunity to model the language pupils can use when responding or giving feedback to others.
- Provide developmental feedback- recognise pupils' efforts and achievements and offer specific details of ways forward.
- Emphasise the learner's progress and achievement rather than failure.
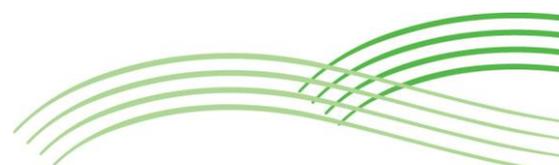
Quality Feedback/Marking

Marking must be proportionate, meaningful, manageable and motivating and the teacher is best place to decide what is needed for each piece of work.

SEN and Dyslexia Friendly Schools

When marking work teachers and staff are mindful of managing the needs and self-esteem of all SEN children including children with Dyslexia or Dyslexic tendencies. Work will be celebrated and praised based on the content and cohesion rather than the spelling. Staff may only make a limited number of corrections on a piece of work and teachers will exercise sensitivity in their marking of spellings particularly. Correction of spellings will be focussed primarily upon individual target words, high frequency words and particular letter strings.

Editing and Revising

To facilitate editing in KS2 leave a line in written work to enable children space to edit their work and space for teachers comments. Purple editing pens can be used by the children for editing as appropriate.

- We will encourage pupils where possible to edit and revise their work. This can be by recording traffic lights in their books in KS1 (green, amber, red) to indicate for all involved what has been understood, partially understood or not understood. This may also be appropriate at times in KS2 or through thumbs up and to avoid peer pressure this can be carried out with eyes closed.

Peer assessment

Peer assessment with learning partners should be positive and given verbally, not written on the work.

Children can evaluate their own work against success criteria and on occasions can be involved in shared marking of draft work.

This is not meant to replace teacher marking and feedback but is important for encouraging children to become more independent and responsible for their own learning.
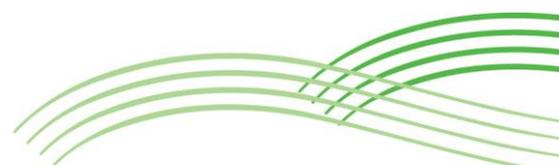
Key principles and guidance for marking

In addition, the following keys can be used to help the process of effective marking;

- In KS1 when the teacher is responding to the learning objective they will use pink 'to make you think', green, 'got it green'
- 'I', can be used to indicate independent learning; similarly T for working with Teacher and TA for working with adult support

- Spellings should be altered next to the word or in the margin at the discretion of the teacher (i.e. it may be just HFW that are changed, or words specifically given in a word bank etc.). **Either way the child should know the expectation.** In Upper KS2 the expectation is that the child corrects their spellings using a dictionary as appropriate.

   If appropriate the following codes can be used:

- P indicates that punctuation needs revisiting.

- // indicates a new paragraph or new line is needed.

- A wavy line under a word indicates an inappropriate or uninteresting word choice.

- Two small ticks can be given for a good word choice or meeting the learning objective.

- A dot may indicate a section of work that needs checking; especially in maths (too many crosses are discouraged).

- ^ can represent a word or words missing.

- VF verbal feedback given (stamp can be used)

- Extra comments are at teacher's discretion and pertinent to what the individual pupil needs.

In English writing lessons, we mark against the skill that is in the LQ or LO using a tick. This can be either within the writing itself or next to the LQ or LO whichever is most appropriate for that piece of work.
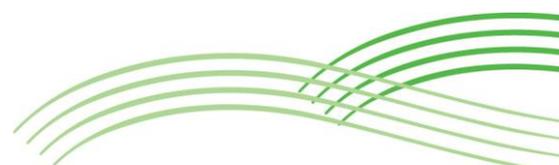
Where necessary an extra task may be given, in order to support the child in using the skill they have been learning.

★ Mark in green pen/ pencil

★ Children edit in purple Pens

Using highlighters

⬟ Pink to make you Think

⬟ Got it Green

Level of support

(I) Independent

(S) With some support

Self-assessment

Self-assess using traffic light system

(Colour on the objective sticker, thumbs up…)

EY and KS1 Marking Policy

Haydon Wick Primary School

Working together...Playing together