

**Effective Marking & Feedback Policy**

**W**: working together

**A**: to Achieve

**L:** happy Life, long learners

nurturing

**K:** Kindness

**E:** Excellence

+

**R:** Respect

### Effective Marking & Feedback Policy

**Introduction**

Walker Memorial Primary School is committed to providing relevant and timely feedback to pupils, both orally and in writing. 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 should be a process of creating a dialogue with the learner, through which feedback can be exchanged and questions asked; the learner is actively involved in the process. Research shows that marking is an important factor in pupil learning, so this policy is crucial for Walker Memorial Primary School.

**Our aims and purposes are:**

* To assess the pupils’ understanding.
* To help pupils to reflect on their own work and encourage improvement.
* To highlight areas of weakness or misunderstanding.
* To highlight areas of the curriculum where the pupil shows insight, knowledge and or appreciation
* To help the pupil with redrafting.
* To help the teacher plan and prepare future lessons.
* To encourage high standards of presentation.

**Our principles are:**

Marking of pupils’ work will:

* Be regularly carried out
* Be consistent
* Include constructive comments leading to improvement and encouraging self-reflection

**Principles of Effective Marking**

Effective marking should:

* Be manageable for staff
* Be positive, motivating and constructive for children
* Be at the child’s level of comprehension
* Not penalise children’s attempts to expand their vocabulary
* Be written in handwriting that is legible and a model for the child
* Be frequent and regular.
* Allow specific time for the children to read, reflect and respond to marking
* Involve all adults working with children in the classroom
* Give children opportunities to become aware of and reflect on their learning needs
* Give recognition and appropriate praise for achievement
* Give clear strategies for improvement
* Give pupil’s opportunities to mark each other’s work. The marker will initial the work.
* Involve children in the same process (whether oral or written), to ensure equity across subjects and abilities
* Provide information for the teacher on the success of the teaching
* Relate to the learning objective/intention e.g. science should be marked mainly for the science content, not the punctuation.
* Be consistently followed by teachers and CAs across the school in line with the Effective Marking and Feedback policy
* Use the agreed Marking Code (See Appendix 1) to correct errors that go beyond the learning objective
* Positively affect the child’s progress.

**Effective Marking and Feedback Strategies**

The following strategies can be used to mark, assess and provide feedback.

**1. Verbal Feedback (VF)**

This means the discussion of work and direct contact with the child. It is particularly appropriate with younger, less able, or less confident children.

A discussion should be accompanied by the appropriate marking code symbol in the child’s book or remark to serve as a permanent record for the child, teacher and parent. In some cases, it may be helpful to add a record of the time taken and context in which the work was done. A VF symbol should be used to acknowledge verbal feedback has been given.

 **2. Success Criteria Checklist:**

Success Criteria Checklists can be used in all subjects and may include columns for

 self/peer and teacher assessment. These should be differentiated were appropriately.

|  |
| --- |
| **Success Criteria Checklist** |
| **LI:** to practice writing a formal letter |
| 1. First Paragraph: explain what the letter is about
 |  |
| 2. Use at least 2 connectives |  |
| 3. Include rhetorical questions |  |
| 4. Summary paragraph to round up |  |

1. **Peer Marking**

From KS1, children are encouraged to support each other and feedback on learning and achievement. Children should be given the opportunity to act as response partners and pair mark work. Children should be trained to do this, and ground rules set and displayed , such as listening, confidentiality, etc. Children should first point out things they like then suggest ways to improve the piece but only against the learning objective or success criteria. The pairing of children should be based on ability and trust. Children could highlight evidence of success or write a comment(s) in another child’s book in a different colour pencil, which is then initialled.

1. **Reward Stickers/Certificates/Spots:**

Reward stickers are used by the class teacher when specific targets and or particularly good work is completed. In addition to this children can also get a Headteacher Sticker and or certificate to celebrate achievement.

Foundation/Key Stage 1 in addition to stickers the class teacher uses “tickled pink” and places a pink dot beside good work or green to show improvement and keep working on it.

1. **Traffic Light System/Thumbometer:**

Children also have opportunity to identify their own progress:

In Foundation/Key Stage 1 they use the “traffic Light System”. Traffic lights are displayed on a small whiteboard in the class and children can write their name up beside each colour depending on how the feel about their own progress eg:

Red light: I need help

Amber Light: I’ve grasped most of it, but I need some help.

Green Light: I got it. I understand.

Alternatively in Key Stage 2 pupils use the “Thumbometer”: this is displayed in the classroom and during or after work the pupils are asked how they think they are progressing by signalling:

Thumbs down: I need help

Thumbs middle: I’m getting there.

Thumbs up: I can do this.

**Monitoring**

Marking and Feedback will be monitored termly by all staff and will form part of our annual monitoring cycle on Formative Assessment and Assessment for Learning.

**Review and Evaluation of the Policy**

The policy will be reviewed annually, to ensure it is kept in line with any curriculum changes that take place within the school or externally. It will be presented to the BoG before it will be put into practice.

**Reviewed August 2023**

**Consultation period: 4th-18th Sept 2023**

**Ratified Autumn 2023**

**Signed:**

**Chair of Governors:**

Marking Code

Appendix 1

|  |  |
| --- | --- |
| C:\Users\lcallaghan600\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\SSXHGX8A\Green Tick[1].png | **This work is correct** |
| Pink dot | **Tickled Pink(Pink Pen used)**C:\Users\lcallaghan600\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\S0V4OA7W\light_bulb_idea[1].jpgI love your work |
| Green comment | **Green for growth/think think think** |
| ● | **This is incorrect**C:\Users\lcallaghan600\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\S0V4OA7W\light_bulb_idea[1].jpgCorrect your work |
| © | **Corrected** |
| Sp | **Spelling mistake**C:\Users\lcallaghan600\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\S0V4OA7W\light_bulb_idea[1].jpgUse the 4 Bs to help you correct the spelling |
|  | **Letter, or number facing the wrong direction**C:\Users\lcallaghan600\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\S0V4OA7W\light_bulb_idea[1].jpgWrite your letter or number the right way round |
| ˜˜˜(Wiggly line) | **Does this make sense?**C:\Users\lcallaghan600\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\S0V4OA7W\light_bulb_idea[1].jpgRe-read and correct your work! |
| fRidAy | **Incorrect use of upper or lower case letters**C:\Users\lcallaghan600\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\S0V4OA7W\light_bulb_idea[1].jpgUse the correct upper or lowercase letter |
| ^ | **Missing word**C:\Users\lcallaghan600\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\S0V4OA7W\light_bulb_idea[1].jpgRead your work and add missing word |
| FS | **Finger Space**C:\Users\lcallaghan600\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\S0V4OA7W\light_bulb_idea[1].jpgRemember to leave a finger space in between each word. |
| P | **Missing Punctuation**C:\Users\lcallaghan600\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\S0V4OA7W\light_bulb_idea[1].jpgFind out what the missing mark is and write it down |
| / | Space neededC:\Users\lcallaghan600\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\S0V4OA7W\light_bulb_idea[1].jpgRemember to leave a space in between each word. |
| // | **New Paragraph needed**C:\Users\lcallaghan600\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\S0V4OA7W\light_bulb_idea[1].jpgUse a new paragraph |
| Date? | **No date on work**C:\Users\lcallaghan600\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\S0V4OA7W\light_bulb_idea[1].jpgWrite the date on your work |
| LI/Title? | **No LI/title on work**C:\Users\lcallaghan600\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\S0V4OA7W\light_bulb_idea[1].jpgWrite the LI/Title on your work |
| VF | **My teacher/CA has talked to me about this** |
| LPInitials of teacher/CA | **Marked by my teacher/CA** |
| S | **I had help from an adult** |