

Llanbedr Church in Wales Primary School
Yr Eglwys Ysgol Gynradd yng Nghymru Llanbedr



**Effective Marking and Feedback
Policy**

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Introduction

This policy aims to give all members of the school community clear guidance with regard the rationale, principles, strategies and expectations of effective marking and feedback at Llanbedr Church in Wales Primary School.

Please read this policy in conjunction with our other policies:

1. Learning and Teaching
2. ALN and Inclusion

Rationale

Llanbedr Church in Wales 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. At Llanbedr Church in Wales Primary School we believe that marking is an important factor in pupil learning. Children need to know how well they are doing and also what they need to do to improve. Marking is the stepping-stone to improvement, since it is the most immediate feedback to the pupil.

Responding to children's work

Responding to children's work and marking is a fundamental part of the assessment, recording and reporting process.

It is the policy of Llanbedr Church in Wales School that the marking of children's work is carried out promptly with the child and that it is consistent and constructive, giving each pupil encouragement and sound positive advice enabling the child to move forward.

At Llanbedr Church in Wales Primary School, we aim to:

- Provide consistency and continuity in marking throughout the school so that children have a clear understanding of teacher expectations;
- Use the marking system as a tool for formative ongoing assessment;
- Improve standards by encouraging children to give of 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 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, at least every third piece of work marked in detail and every piece seen;
- 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;
- 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/success criteria (WALT/WILF) of the work set, e.g. science should be marked mainly for the science content, not the punctuation;
- Be consistently followed by teachers and TAs 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.

Procedures

- 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 (WALT/WILF). Refer to these when giving written and verbal feedback.
- Link marking to targets: individual and ALN / IEP targets, etc. as appropriate.
- Acknowledge verbal comments and praise with the appropriate symbol from the code.
- Give positive public feedback for high achievement, as an illustration of completion of the learning objective and success criteria (WALT/WILF).
- Look for persistent errors and patterns of errors, rather than every error made: be selective and sensitive in marking. i.e. not every incorrect spelling will be highlighted, only words that an individual child should be reasonably expected to know. Ensure work is marked regularly and promptly after completion, to allow effective and immediate feedback to be given.



Effective Marking and Feedback Strategies

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

1. Verbal / Oral Feedback

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 written comments in the pupils book* 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.

2. Success Criteria Checklists

Success Criteria checklists can be used in all subjects and may include columns for self/peer assessment and teacher assessment. These should be differentiated where appropriate.

Example for older children:

| WILF / Success Criteria Checklist (Example) | <i>Pupil</i> | <i>Peer</i> | <i>Teacher</i> |
|---|--------------|-------------|----------------|
| Learning Objective / WALT: write a formal letter | | | |
| WILF | | | |
| o First paragraph: explain what your letter is about | | | |
| o Use at least 2 different connectives | | | |
| o Include no more than 2 rhetorical questions | | | |
| o In the last paragraph, summarise your main points and demand compensation | | | |

Example for younger children

| WILF / Success Criteria Checklist (Example) | <i>Pupil</i> | <i>Peer</i> | <i>Teacher</i> |
|--|--------------|-------------|----------------|
| Learning Objective / WALT: write a sentence | | | |
| WILF | | | |
| o Capital letter | | | |
| o Full stop | | | |



3. Peer Marking

From Reception, 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 taught to do this and ground rules set and displayed (See Appendix 2), 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 (WALT/WILF). The pairing of children should be based on ability and trust. Peer marking will be accompanied by an orange square or highlighter e.g.  This is a good leaflet because it is eye-catching. It could be improved by adding directions and a website address.

4. Quality Feedback Comments (Bridging the Gap)

Personalised Quality Feedback Comments should be used frequently in all subject areas to extended learning and must be differentiated appropriately. When marking, staff may see a piece of work that requires clarification or is a good opportunity to extend that child's learning. The emphasis when marking should be on both success and areas for development against the learning objective and success criteria (WALT and WILF). Two stars and a wish will be used for this purpose. A focussed comment should help the child in "closing the gap" between what they have achieved and what they could have achieved.

Useful "Closing the Gap" comments are:

- *A reminder prompt – e.g. "What else could you say here?"*
- *A scaffolded prompt- e.g. "What was the dog's tail doing?", "The dog was angry so he...", "Describe the expression on the dog's face".*
- *An example prompt – e.g. "Choose one of these or your own: He ran around in circles looking for the rabbit / The dog couldn't believe his eyes"*

Time is then given for the child to respond to the written prompt, thus enabling them to 'close/ bridge the gap' and improve their work further.



5. Effective Marking Stickers/Symbols

Effective Marking Stickers are used both to motivate the pupils and to ensure that marking is as efficient as possible a process for the teacher, in order that the maximum can be achieved for the learner. All stickers used must clearly relate to the learning objective and/or success criteria. The following stickers should be used:

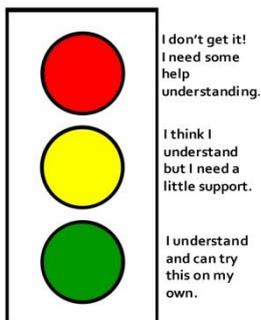
Praise stickers. These are used to praise and make explicit the learning achieved: for example, ‘Fantastic—you can share objects into equal groups’. These stickers may be differentiated, such that some children may receive a sticker saying, ‘Well done you are beginning to ...’.

Target stickers or T marked. These are used to make clear the key area which is a next step for the children. Generic targets can be printed/made for key learning objectives, and personalised targets should be at the front of exercise books.

Question/wish stickers (closing the gap) Teachers should ask children to respond to questions about their learning: for example, ‘Which character do you like most? Why?’ The teacher must draw a wish symbol or print a sticker, and the child must respond or amend in a different colour. The teacher will double tick the response. This dialogue should be ongoing and purposeful. **“If a question is worth writing for a child, it is worth making sure every child is able to respond.”**

Peer assessment stickers/ symbol (orange square or highlighted orange).

These must be introduced when the teacher has consistently modelled good marking for the children. They can then learn to appraise one another’s work, which is very powerful. For example, ‘Has your partner used any imaginative vocabulary? Write the best words here’.



Self assessment stickers/symbol (yellow triangle).

Children can be encouraged to self-assess effectively against specific success criteria. Stickers/markers can be used also to provide children with lists of aspects to consider, which teacher and child can tick. Traffic lights will also be used so that children are able to indicate how well they understood the lesson.



Recording Marking

Teachers will include marking strategies used on weekly planning for each lesson. This will be highlighted in the “Assessment for Learning / AfL” column.

Marking Sticker Requirements

To ensure that effective marking is frequent and implemented consistently across the school, the **minimum** requirements for marking stickers / symbols are outlined below. Marking stickers / symbols will be used to compliment, not replace handwritten quality feedback comments entirely.

| Subjects | Minimum Sticker Requirement Each Week |
|---|--|
| Literacy (5 sessions) | 5 Praise Stickers/symbols 1 closing the gap Question/1 Quality Feedback Comment 1 Self-Assessment/1 Peer Assessment 1 Quality Feedback Comment |
| Maths (5 sessions) | 5 Praise Stickers /symbols 1 closing the gap Question/1 Quality Feedback Comment 1 Self-Assessment/1 Peer Assessment 1 Quality Feedback Comment |
| Welsh / Foundation Subjects (a minimum of 3 sessions a week) | 3 Praise Stickers /symbols 1 closing the gap Question/1 Quality Feedback Comment 1 Self-Assessment/1 Peer Assessment 1 Quality Feedback Comment |
| Science / KUW (a minimum of 1 session a week) | 1 Praise Sticker / symbol 1 closing the gap Question/1 Quality Feedback Comment 1 Self-Assessment/1 Peer Assessment |

Monitoring

Marking and Feedback will be monitored termly by the Senior Leadership Team 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.



Marking Code

APPENDIX 1

| | |
|--|---|
| √ | This work is correct |
| • | This is incorrect Please correct your work. |
| ^ | Missing word Read your work and add the missing word. |
| Sp | Spelling mistake Use a word list to find the correct spelling. Rewrite correct spelling beneath work and practise. |
| ~~~~ (wiggly line or brackets) | Does this make sense? Re-read to help correct your work. |
| tuEsdAy (letters underlined) | Incorrect use of upper or lower case letters |
| □ | Incorrect use of capital letter |
| ○ | Incorrect use of punctuation or missing punctuation. |
| / | Space needed Remember to leave a space in between each word. |
| // | New paragraph needed Remember to start a new paragraph. |
| Date? | No date on work Write the date on your work. |
| WALT / WILF/title? | No learning objective/criteria/title on work Complete on your work. |
| <i>O/F – Verbal/ Oral Feedback</i> | <i>My teacher has talked to me about my work.</i> |
| Supply/Student (Initials) | Lesson was delivered/marked by a Supply teacher or student teacher |
| S | I had help from an adult |
| I | I did this work independently |
| T | I have been working towards my target |
| E | I completed this work in an enhanced area. |



Our Agreement on Marking Partnerships

When we become marking partners, we agree to:

Respect our partner's work because they have done their best and so their work should be valued.

Try to see how they have tackled the learning objective (WALT) and only try to improve things that are to do with the learning objective.

Tell our partner the good things we see in their work.

Listen to our partners advice because we are trying to help each other do better in our work.

Look for a way to help our partner achieve the learning objective with more success.

Try to make our suggestions as clear as possible.

Try to make our suggestions positive.

Get our partners to talk about what they tried to achieve in their work.

Be fair to our partner. We will not talk about their work behind their backs because we wouldn't want them to do it to us and it wouldn't be fair.

