

# Blaenhonddan Primary School



## Marking & Feedback Policy

### MONITORING AND EVALUATION OF POLICY

Date passed by Governing Body .....

Chairman .....Mr Andrew Collins

This policy will be reviewed in September 2017

This policy was discussed and agreed by all staff on 23.03.16

# **BLAENHONDDAN PRIMARY SCHOOL**

## **Marking & Feedback Policy**

Blaenhonddan Primary School has developed a Marking & Feedback Policy that is pupil focused, clear and positive. The policy is inclusive and takes into account the needs of all groups of learners.

### **AIMS**

Through the development of this rigorous policy, we aim to ensure the pupils understand what they have done well, how to improve their learning and that clear, visible progress is evident. We will do this by providing the children with:

- Frequent, detailed and accurate written or oral feedback
- Positive comments highlighting what they have done well and any developmental comments to show what they need to improve further
- Regular opportunities to respond to feedback and make improvements
- Regular opportunities to use and apply their skills through 'Next Step' tasks which deepen their learning.

### **EXPECTATIONS**

In Blaenhonddan we believe that marking must be constructive, child friendly and with manageable goals to enable all pupils to achieve their full potential, therefore Marking and Feedback should:

- Relate to the learning objective, children's targets and/or success criteria
- Respond to individual learning needs, taking opportunities to mark with the child where appropriate
- Inform future planning
- Be consistent across Foundation Phase and Key Stage 2
- Be seen by pupils as a positive approach to their learning

Marking is integrated with the school reward system, e.g. stickers, raffle tickets and certificates in achievement assembly.

<u>THE TARGET</u>	<u>THE SYMBOL</u> <i>(written in the margin or by the target)</i>	<u>THE ACTION</u>
Indicate a good point or correctness	✓	Possible improvements could still be suggested.
Indicate an incorrect point	.	Discuss or write down correct answer.
Indicate that something doesn't make sense	?	Put an explanation in the margin or an * and an explanation at the end of the work.
Indicate a spelling mistake	Underline the incorrectly spelt work. Maximum of 3 spellings corrected per piece of work marked.	Write the correct word above for Foundation Phase. Write the correct word in the margin KS2.
A word or phrase is missing	^	If possible, put a few words in so the pupil can see where he / she has gone wrong.
Indicate a missing full stop	. with a circle around it in red. Maximum of 3 (Any more than 3 indicates that pupils do not understand the use of full stops).	If possible, put a few in so the pupil can see where he / she has gone wrong. Work with pupil to teach when / how to use full-stop.
Indicate a missing capital letter	Write the missing letter in red / underline the lower case as a guide for the children to correct. Maximum of 3.	Help the pupil and put a few in so that he / she can see where he / she has gone wrong. Work with pupil to teach when / how to use capital letters.
Indicate that a new paragraph is required	NP	

## Foundation Phase: Feedback Marking – What does it look like?

<u>Year Group</u>	<u>Marking</u>
Nursery	Annotate pieces of work against the skill being taught. Write 1 action.
Reception	Annotate pieces of work against the skill. Write 1 Star and 1 Wish (When applicable).
Year 1	Write 1 Star and 1 Wish. Teacher /TA to begin to use Self-Assessment with the child. Red, Amber, Green smiley faces. (Staff member to discuss and assess with the child how well the child thinks they did within the lesson. T / TA to explain the process and provide oral or written feedback).
Year 2	2 Stars and 1 Wish. Self-assessment using Red, Amber, Green smiley faces. (By the end of Year 2, pupils should be confident at assessing their work with increasing accuracy). MAT pupils should be able to suggest improvements through discussions with the staff.

### Marking codes:

OF	oral feedback
TS	teacher support
TAS	teaching assistant support – initial work
I	work completed independently

## Key Stage 2: Feedback Marking – What does it look like?

<u>Year Group</u>	<u>Marking</u>
Year 3	2 Stars and 1 Wish Self-assessment using Red, Amber, Green Peer Marking – MAT Pupils Autumn Term / Rest of the class by the end of Year 3.
Year 4	2 Stars and 1 Next Step Self-assessment using Red, Amber, Green Peer Marking
Year 5	2 Stars and 1 Next Step Self-assessment using Red, Amber, Green Peer Marking to begin to include a next step
Year 6	2 Stars and 1 Next Step Self-assessment using Red, Amber, Green Peer Marking to include next steps

### Marking codes:

OF	oral feedback
TS	teacher support
TAS	teaching assistant support – initial work
I	work completed independently

In addition to the practicalities of the tables above the following will also be applied.

1. Practical aspect of Marking Policy to be displayed in every classroom.
2. Super writing toolkit to be on display in Nursery classroom and glued inside writing books from Reception to Year 2
3. Teachers to mark in red pen.
4. Children to mark in green pen.
5. Children to use colour-coded drawn faces /circles to assess their work when appropriate.
6. Red self-assessments must be temporary and action with support from the teacher or teaching assistant **MUST** address the misconceptions / misunderstandings or be annotated with an explanation from the teacher.
7. Learning Objective / Outcome to be written or word processed on a sticker for each activity / session.
8. Marking comment must reflect on the Learning Objective / Outcome and not on the secretarial errors. For example, spelling and grammar.
9. Next step comments to allow the child to progress more independently.
10. Teachers to make use of the Welsh marking comment bank.
11. Time will be given for children to 'action' their work following the marking.
12. Teacher to tick and initial when 'action' has been completed.
13. Success Criteria and Marking Ladders to be used consistently throughout the school.
14. All work to be dated either by the child or teacher.

**Appendix One**

**Questions to ask when looking at written feedback**

<b><u>Evidence of High Quality Feedback</u></b>	<b><u>Rarely (Red)</u></b>	<b><u>Sometimes (Amber)</u></b>	<b><u>Always (Green)</u></b>	<b><u>Comments</u></b>
Feedback focused on the learning objectives.				
Progress within lessons evident through key word marking.				
Feedback helps children understand what they have done well.				
Teacher provides time for children to reflect and respond to written feedback  Responses evident in children's work on a regular basis				
Feedback provides opportunities for children to think things through themselves. (Challenge tasks)				
<b><i>Comment: (Overall application of policy, clear visible progress within lessons and over time)</i></b>				