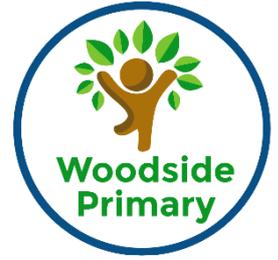


Woodside Primary School

Marking and Feedback Policy



Rationale

Woodside 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 aim to be a process of creating 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

Through the development of a rigorous Marking and Feedback Policy we aim to ensure the pupils understand what they have done well, how to improve their learning and 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 developmental comments to show what they need to do to improve further
- Regular opportunities to respond to the feedback and make improvements
- Regular opportunities to use and apply their skills through 'next step' tasks which deepen their learning

Expectations

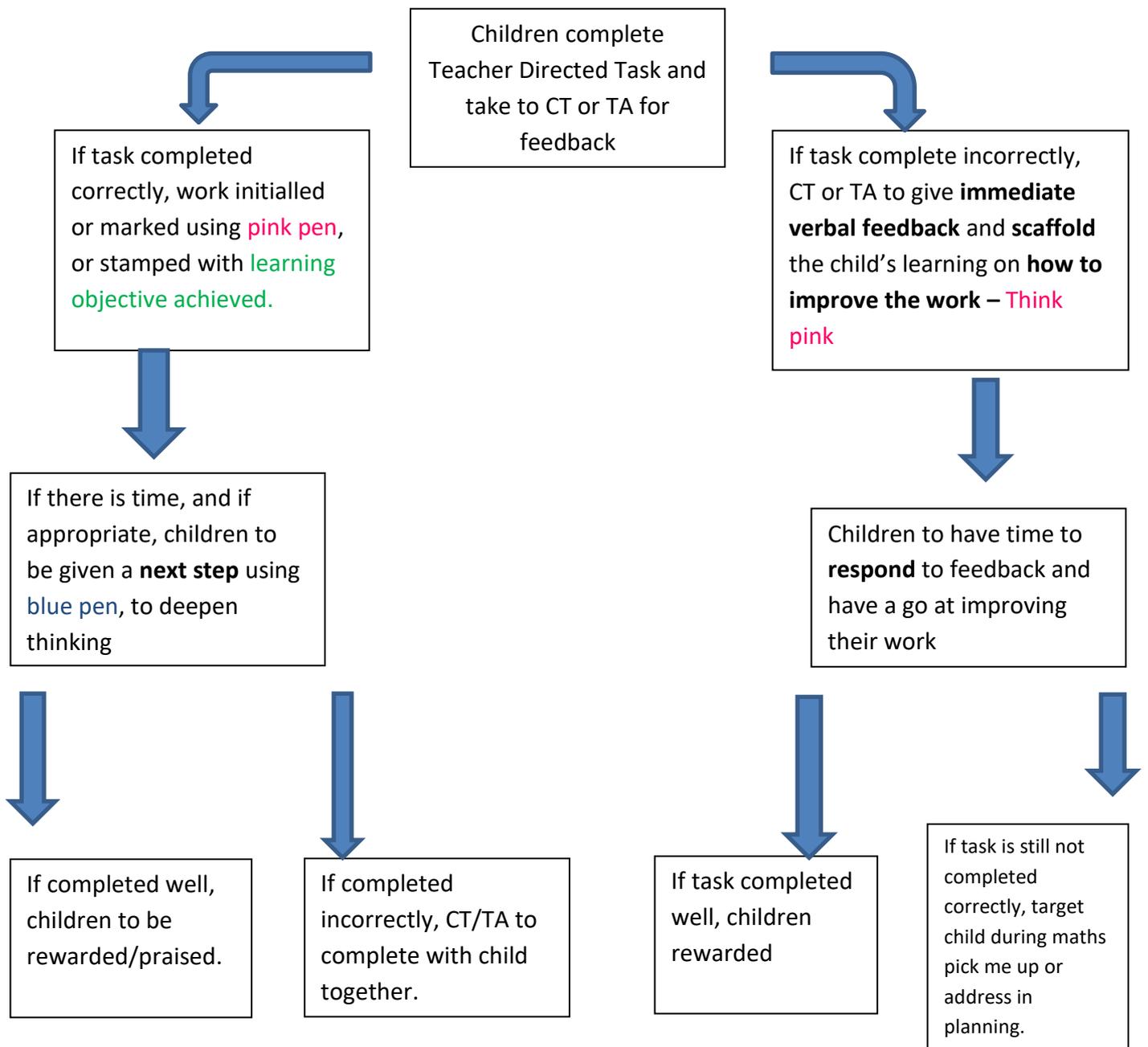
Marking and feedback should:

- Relate to the learning objective, children's targets and/or success criteria
- Give recognition and praise achievement
- Inform future planning

- Be consistent across Key Stages
- Be seen by pupils as a positive approach to improve their learning

Methodology of marking pupils' work in the Foundation Stage

To be the most effective, children's work has to be marked and assessed within the same lesson in the foundation Stage. The children will be receiving continuous feedback throughout the lesson as appropriate and time will be given for them to make improvements or complete a 'next step' to deepen their learning, according to flow diagram below:



If task has been completed independently mark with **I** or alternatively **SS** for some support.

Methodology of marking pupils' work in Key Stage 1 and Key Stage 2

Summative feedback / marking

This happens following a closed task where the answer is either right or wrong. Sometimes it may be appropriate for the pupils, as a class or in groups, to mark this themselves.

Formative feedback / marking

Not all pieces of work can be quality marked, but all marking must focus on success and improvement rather than solely on the correction of secretarial aspect of the work. Feedback must always be focused on the **learning objective** of the lesson. A **positive pink** comment should be written on selected pieces of work. Some work may only need an indication that the objective has been met, such as teacher initials or an **objective met** stamp.

Quality marking requirement

Children's written work in English and maths should be quality marked at least twice a week, and once a week in the foundation subjects. The emphasis should be on both successes against the **learning objective** and the **next steps** needs to improve learning.

When quality marking, the following criteria should be applied.

Marking criteria

	<p>Pink pen to be used for all successful work</p> <p><u>Comments kept brief and to the point</u></p>
	<p>Blue pen to be used for all next steps to further the child's learning</p>
	<p>If work has been completed independently, work to be stamped or marked with letter 'I'</p>
	<p>If work has met the objective and does not need to be quality marked, work to be stamped or initialled by teacher.</p>
	<p>Pink stars used for positive comments, linked to the objective</p> <p>Blue arrow to give children next steps in learning or additional challenge</p>
	<p>Indicates work were children have been given or needed adult support.</p> <p>SS may also be used to indicate 'some support'.</p>
	<p>Purple Pen of Power to be used for editing by the children. (Developed throughout KS1, used in KS2)</p>
<p>To identify the different animal groups</p> <p>*: I can write in complete sentences</p> <p>** : I can use 'and' to join my sentences</p> <p>***: I can use question marks</p>	<p>Labels to be stuck in most pieces of work.</p> <p>Differentiation of lesson objective will be marked by number of stars.</p>
	<p>A number of spelling mistakes related to key vocabulary and age related common exception words will be underlined for children to correct.</p>
<p>VF</p>	<p>Where a child has not achieved the objective and the teacher has addressed this verbally within the lesson, books will be marked with VF to indicate verbal feedback given.</p>
	<p>This symbol will be used when the teacher sees evidence of 'sticky knowledge' from a previous unit within that subject or cross curricular link.</p>

Pupils' response to marking comments

Pupils should be given specific time during the week to read and respond to the written responses provided by the teacher. Pupils' need opportunities to complete 'next steps' or make improvements. Pupils' should be encouraged to ask for clarification if they do not understand a comment.

Children are to use the Purple Pen of Power to edit and improve their work.

Monitoring

The senior Leadership Team, Key Stage Leaders and teachers are all responsible for ensuring the application of this policy. A monitoring cycle will be set up. As part of this, the quality and effectiveness of the marking and feedback will be assessed and recorded using the form below.

Each half term, through CPD, teaching staff are to monitor and provide feedback on 3 specific children in each class (differing abilities). Specific next steps should be noted and then reassessed at the next monitoring session in the cycle.

All teachers will adhere to the principles of the policy and:

- Provide regular written and oral feedback
- Provide time in lessons to review work from previous lessons
- Adjust planning in the light of marking
- Make learning objectives explicit
- Involve children in the process from an early stage
- Ensure children are clear about the teachers expectations
- Use children's work as exemplars

Questions to ask when looking at written feedback

Evidence of high quality feedback	Rarely	Sometimes	Always	Comments
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 to reflect and respond to written feedback – responses evident on a regular basis				
Feedback encourages children to take the next steps in their learning				
Feedback provides opportunities for children to think things through themselves (Challenge tasks)				

Comments: (Overall application of policy, clear visible progress within lessons and over time)