



Willow Wood Primary School

Marking, Feedback and Assessment for Learning Policy

Rationale

In light of current 'Assessment for Learning' (AfL) research, the marking policy at Willow Wood Primary School will continue to be a central focus of school development and will ensure that the day to day assessment of pupils learning and recorded work impacts on pupil progress. Pupil and staff dialogue, as well as peer assessment, is a vital tool in our quest to develop resilient and active learners who take responsibility for their own learning at an age appropriate level. All feedback should cause thinking - with children actively thinking about further development and improvement rather than reacting emotionally to the feedback as it is given routinely. For this reason, teachers will plan time into each lesson for the children to respond to any feedback that has not been able to be addressed through the live marking process.

Policy Statement

Research indicates that oral feedback and live marking (at the point of learning for either misconceptions or additional challenge) is more effective than distance marking and therefore, whenever possible, staff should aim to give verbal feedback (noted as supportive modelling / live-marking and feedback within books within the lesson) at the point of identification of a misconception within a lesson so that pupils can act upon advice immediately.

Written feedback, however, continues to be a part in our quest to develop and improve both the learning experience and children as independent and resilient learners. The following statements are intended to provide guidance for the implementation of both strategies. It needs to be noted, however, that although scores and marks will be collected for assessment purposes, these will not be used to inform pupils of what they need to improve unless used within specific contexts e.g. spelling tests. Pupils will not self-mark work unless in Early Bird, Grammar 6, Number Sense or when marking spelling and multiplication tests.

At Willow Wood Community Primary School, the purpose of giving any type of feedback is to address misconceptions, praise achievements and further challenge understanding by identifying the pupil's successes and areas for improvement and development.

Objectives

- Raise standards of attainment and accelerate progress by identifying areas of success in a piece of work and areas for further development and improvement at the point of learning wherever possible.
- Raise self-esteem by providing positive feedback and establishing a 'can-do' culture.



- Support the teacher in assessing a pupil's progress and to use the information to inform future planning and interventions.
- Encourage self-assessment, thereby developing the pupil's understanding of the learning process and enable the development of independence.
- Where appropriate, encourage peer assessment as pupils develop high regard for the thoughts and ideas of their peers and respond to their feedback. This ensures that feedback language is in 'child-speak' and hence at the appropriate level. It also encourages the sharing of ideas. **(This will not replace teacher / staff feedback which would still need to be provided to guide further learning)**
- Provide a consistent and progressive approach to marking across both key stages and the school as a whole.

General Points

- Stickers will be placed and ticked on all work to indicate whether the activity has been completed independently, with teacher support, with TA support or as part of a group. (This will enable subject leaders to monitor the quantity of work completed independently and where / how support in lessons has been used as well as aiding the internal and external moderation process).
- All written feedback by teachers to be completed in red ink (including qualified teachers who teach PPA lessons).
- When self-assessing, reflecting and completing corrections / edits, children will use green ink.
- HLTA /TA staff will mark in black ink, this includes HLTA's who are required to mark work following the teaching of PPA lessons. (Teachers need to support HLTA's new to marking by monitoring the quality of marking and making supportive suggestions).
- Supply teachers and student teachers to mark in purple ink. Supply and student teachers need to initial the assessment grid at the end of each piece of work.
- Where peer assessment is undertaken, pupils to write their names where advice has been given. This will also be written in green pen.
- Feedback, therefore marking, **MUST** be completed before the next lesson in each subject area to enable children to respond appropriately and correct any misconceptions before teaching continues unless it has been addressed at the point of learning as live marking.
- Self-reflection must be completed in green ink before the end of each lesson for children to indicate how they feel about their learning. This needs to be linked (where possible) to the Building Learning Power Words.
- Time to respond to marking and feedback to be given at the start of each lesson and responses will be recorded in green pen and should be visible at the relevant points in the work e.g. through corrections, editing of writing, completion of specific success criteria or in response to a question posed by the teacher / peers.



- Teachers will return to the edited work to ensure that misconceptions have been addressed appropriately, and if not, future Early Bird or Grammar 6 lessons / homework need to address these points.
- Spelling errors need to be corrected in all work in every subject taught. This will be in the following format:
 - The spelling being written correctly
 - Children copying it 3x underneath
 - Children finding the error in their work and correcting it.
- Number and letter formation errors must also be addressed.
- Spelling errors in topic, science etc will be indicated using a 'squiggly line' under the word to be corrected. The child will then use a dictionary to locate and correct the word. 'Squiggly lines' will NOT be used in any work in the English books.

Live-Marking and Feedback

- Feedback should indicate where the correct actions have been taken, comment on the work completed so far but may also focus on ways to continue / challenge when the teacher has moved on.
- Live-marking will also provide models for children to follow for the rest of their work.
- Pupils to make the suggested amendments in green ink to show the impact of the live-marking.
- Opportunities should be given to pupils to verbally assess their own efforts in all areas of the curriculum with their teachers, peers or other adults.

Written Feedback

- Ensure all work is marked within the lesson as 'live marking' to lead to improvements at the point of learning or as soon as possible upon completion to allow teacher reflection and amendments to planning.
- Comments should refer to the identified success criteria for the lesson taken from the appropriate assessment band sheets (but not a repeat of the learning intention).
- Comments can also focus on generic success criteria where appropriate e.g. punctuation, features of the genre etc.
- Ensure pupils know why their work is effective and receive regular praise.
- Use reminders, scaffolds, modelling or example prompts (e.g. My turn -> your turn) according to the needs of individual pupils.
- Provide opportunities for pupils to act upon comments and make the necessary improvements, where possible within the lesson.
- Include opportunities to make annotations to planning / future teaching based on the information gained from marking.
- Opportunities to be given to pupils to assess their own efforts in all areas of the curriculum with teachers, peers and adults.



- Through their teaching, teachers need to model the processes involved in revisiting and improving a piece of work to develop the skills required to edit and improve.
- Teachers comments should model the schools handwriting scheme and be easily read and understood by pupils.
- Teachers pose questions to further use and apply knowledge and skills or challenge thinking and learning as part of marking; this can include presenting work in different ways, reasoning challenges, stuck in questions in SAT style etc

<u>Subject</u>	<u>Expectation - AS MUCH DAILY LIVE MARKING AS POSSIBLE</u>
Reading logs	Daily guided reading - marked daily and corrections identified (spellings / corrected annotations etc) 1 question or challenge per child per week to be set on any day.
English books	Daily marking and identification of spellings, letter formation, punctuation or grammar. 1 question or challenge per child per week to be set on any day. More thorough marking of assessed pieces of work (2 per half term)
Maths books	Daily marking and identification of misconceptions - modelling a process where needed using the calculation policy. Daily number formation correction. Daily question to be asked following marking / at the start of the next lesson.
Science books	Daily marking and identification of spellings, letter formation, punctuation or grammar. 1 question or challenge per child per week to be set on any day. More thorough marking of assessed pieces of work (1 per half term for the assessed piece of writing) One question linked to careers to consolidate learning.
Foundation books	Daily marking and identification of spellings, letter formation, punctuation or grammar. 1 question or challenge per child per week to be set on any day. More thorough marking of assessed pieces of work (1 per half term for the assessed piece of writing) One question linked to careers to consolidate learning.

Maths Marking and Feedback

To be able to provide pupils with quality marking and feedback in maths, the following examples are given as guidance (note - some are more effective than others)

Scaffolded Prompt	e.g. $3 \times 4 = 12$ $3 \times 40 = 120$
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	$3 \times 400 = \underline{\hspace{2cm}}$
Question	e.g. Look again at your graph, how many more girls were there than boys in the sample?
Explanation	e.g. Can you explain the difference between ratio and proportion?
Further Application	e.g. 50% of 72 is 36. So what is 55% of 72?
Model or Image	e.g. * * * * * * * * * * * * $3 \times 4 =$
Reasoning and Challenge (using and applying)	e.g. Which is the odd one out? $\frac{1}{2}$ $\frac{4}{8}$ $\frac{3}{4}$

Pupil Response

- Pupils will be given daily opportunities to respond to marking. This will be introduced from Year 1 as pupils are ready. As pupils move through Key Stage 1 and 2, this will be evident in each subject area for each lesson taught.
- Pupils in KS1 and 2 will provide staff with feedback re how they are finding their learning. This will vary between classes and age appropriateness and will also refer to the language of Building Learning Power. This will enable staff to determine how pupils feel about the enjoyment, interest and level of challenge and support in their learning. Staff need to recognise the feedback as if the lessons / content / text is not engaging then they are to be led by the children to make sure that the curriculum is fit for purpose.