



OUR MISSION STATEMENT

The example of Jesus Christ and the Good news that he brought inspire St George's school to be a caring and inclusive community in which **children love to learn and learn to love.**

Feedback and Marking Policy

Introduction

At St George's we have high expectations of our children both in their achievements and in the quality of their work. To enable our children to achieve their very best we will provide consistency in quality of feedback and marking throughout the school as an integral part of daily teaching and learning.

The Purpose of Feedback and Marking

The key purpose of feedback and marking is to move learning forwards. The main elements are:

- ❖ Highlighting and celebrating success
- ❖ Supporting improvement
- ❖ Identifying next steps in learning

The most effective marking and feedback takes place when both teacher and pupil are present. Oral feedback is a crucial element of children's learning and should be built in to lesson planning.

Assessment for Learning is an integral part of formative assessment and should link to meaningful target setting. Children will be able to discuss their own targets and show that they are working towards them.

All marking should be done against objectives (Walt)/ success criteria (Wilf) or key questions and time should be built into lessons to feedback on progress. Both teachers and pupils should be actively involved in the assessment process and lessons should include regular reviews for self, peer or teacher assessment to take place and improvements to be made.

By engaging children in purposeful assessment, they are given opportunities to develop their thinking skills and critical voice. They use their 'Learning muscles' (BLP) to help in the process of self-review and improvement. We encourage our children to have a

'Growth Mindset' and support each-other in their learning. Effective and well managed self and peer assessment also creates a culture of trust and respect and collaborative learning, fundamental to the ethos of our school.

Aims and Objectives

Effective feedback and marking should:

- ❖ Recognise and reward children's effort and achievement and celebrate success over time.
- ❖ Provide dialogue between the teacher and the child to give clear and appropriate feedback about the strengths of their work and where they can improve.
- ❖ Improve children's confidence in self-assessment and help them to set future targets, along with the teacher, for the next steps in their learning.
- ❖ Give children a clear picture of how well they have met their learning objective.
- ❖ Identify children who need additional support or challenge.
- ❖ Help children understand the standards they need to achieve in the National curriculum.
- ❖ Provide evidence of assessments made and help moderate assessments against key performance indicators.
- ❖ Involve parents in reviewing and supporting their child's progress.
- ❖ Celebrate achievements and reinforce expectations.
- ❖ Assess prior knowledge and inform future planning.

Classroom practice that supports effective feedback and marking

Children should be made aware, through discussion, of the criteria for marking a set piece of work. A clear Learning Objective or WALT (We Are Learning To..) should be shared with the children and referred to throughout the lesson.

SC (Success Criteria) or WILF (What I'm Looking For) should help the children judge how they are meeting the Learning Objective.

Children work with a 'Learning Partner' to support each other's learning and to peer-assess their work.

Feedback and marking takes various forms: self-assessment, peer-assessment, discussion with an adult, or written comments away from the children.

Feedback will be given at various points throughout a lesson to help children progress in their learning, address misconceptions, challenge their thinking and deepen children's understanding.

Children and adults have positive attitudes towards their learning which are supported by our strategies for BLP and Growth mindset. We set a culture in our classrooms that

feedback is positive and helpful in moving our learning forward. Reflecting on feedback is a habit. 'RAFI time' is a regular feature of lessons and allows children time to reflect on their work and act on feedback.

Types of feedback and marking and Good Practice

Wherever possible, feedback and marking takes place with the child and is shared as immediately as possible.

We value verbal and written feedback equally in moving learning forwards.

The type of marking should reflect the task and should have an impact on children's learning.

Marking should praise, but also give guidance, consolidation and challenge.

Verbal feedback

Learning is discussed with the child. This is the most valuable form of feedback for all children regardless of age or ability and should be an integral part of all lessons to groups and individuals.

Verbal feedback allows interaction and quality thinking between a child and an adult and where appropriate, between peers.

Verbal feedback may take place to whole class, in guided groups or on an individual basis as appropriate and should be both planned and spontaneous.

Where verbal feedback has been given, work will be marked with a 'V' in a circle (**Appendix 1**).

Teachers and Teaching Assistants provide ongoing feedback to children to support their learning. Where children have had significant support (more than a few prompts) in order to complete a task, work is marked with an 'S' in a circle (**Appendix 1**) to help build a picture of the extent to which the objective was met and to plan next steps.

Verbal feedback takes place spontaneously during lessons when misconceptions need to be addressed or learning needs to be realigned. Also examples of good practice can be used to demonstrate 'good practice' using the Visualiser.

Written feedback

All written feedback should be in the appropriate colour and should be understood by the children. (**Appendix 1**)

All work, including homework, will be marked against the learning objective to show that we value every piece of work undertaken by the children.

Work will be acknowledged with a tick or by other appropriate marking to indicate that the work has been checked and what the child might need to do next.

Improvement Marking

This will take the form of written comments and will be more detailed to outline where the child can make improvements to move their learning forwards. They will:

- ❖ Be positive and celebrate effort and achievement
- ❖ Relate to learning objectives
- ❖ Indicate next steps for improvement
- ❖ Be supported with time and opportunities to reflect upon and engage with
- ❖ All written comments should use the school's cursive style for handwriting

As a school we use the **Success and Improvement** method as detailed by subject below.

English

We celebrate writing on the basis of how it reflects the purpose and audience for whom it is intended. We are interested in how the writing is fit for purpose and that we are not just looking for errors.

To be effective, writing needs to be accurate and that is why we need to edit and improve our work.

Children need to feel that their writing is valued and we should respond to it as a reader who wants to share and respond to it in order to support its improvement.

To edit and improve writing we use:

- ❖ A green highlighter or green pen to show where particular objectives have been met or where there is a good example of a particular choice of word or sentence structure which makes the writing more effective.
- ❖ A yellow highlighter is used to show where a child could make an improvement to their writing by choosing an alternative word, sentence structure or simply to improve the sense and style of the writing.
- ❖ A red pen is used to show where children need to correct errors in their work (using the appropriate code Appendix 1).
- ❖ Where corrections or improvements need to be made, children should cross out with a single line and use their 'polishing pen' to write in the correct version.
- ❖ Opportunities are given for these points to be shared, reflected upon and action taken
- ❖ The child will tick to show that they have acted upon the advice, followed by an acknowledgement from an adult.

- ❖ Children's work may be marked against a Success criteria to show what they have included and to indicate what they may need to include next (examples shown in **Appendix 2**)
- ❖ Children's work may be marked using 'two ticks/stars and a wish' or www/ebi linked to the LO for that particular piece of work (examples shown in **Appendix 2**)
- ❖ Children use their 'Every time I write' Success Criteria to check their own work for 'non-negotiables' (these are written and updated appropriate to age and expectations of the children)
- ❖ Teachers and children regularly discuss group targets and individual targets to assess their progress in their learning.
- ❖ Children write on the right hand side in their English books to allow for editing and improvements to take place on the left hand side. Teacher's comments should also be on the left hand side so that the child's writing remains uninterrupted.

Independent pieces of writing should be clearly marked with 'I' so that they can be used for assessment purposes. 'Big Writes' and other Independent pieces should be marked against the Success Criteria and new targets set. Where Objectives have been met, information should be recorded on the targets in the front of pupils' books and transferred on the school tracking system (Classroom Monitor) every six weeks.

Individual targets should be added to the 'Every time I write' SC and discussed with the child.

Maths

Maths will be marked in accordance with the marking code.

Written comments should be focussed on moving learning forward, encouraging children to reason and explain their methods and thinking.

During lessons, feedback will tackle misconceptions, challenge progress and promote children's independence and use of support strategies.

Where children make corrections, the original answer must be left so that comparisons can be made to the original method of working and to spot where mistakes occurred.

Children will have time at the beginning of a lesson to correct mistakes, revisit a concept or to carry out an additional challenge - 'RAFI time':

Fix it!	Revise it!	Push it!
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Children who complete their task will have additional 'skills and drills' to complete based on individual targets, eg times tables, number bonds, etc

Other subjects

Marking should be specific to the skills set out in the Learning Objective and written comments made allow children to extend and develop these skills further or to deepen children's thinking.

Corrections and redrafting

Rubbing out should be strongly discouraged. The mistake is important evidence of a child's learning process and should be valued. Where the child makes a mistake, the self-correction should be written next to the original error and the error crossed through using a single line.

Not all mistakes will be corrected although rigour must be applied during lessons to spot common mistakes and to point out mistakes to children as they arise.

Spellings may be selected for correction by the child, peer or the teacher, on the basis of what the child needs to learn next or has already learnt.

For redraft and presentation purposes, children's work may be redrafted, spell checked and amended to produce a 'final' copy but the original draft should be still kept available.

Strategies for reviewing and reflecting on work

As part of their learning, children will use various strategies to review and reflect on their own work and that of others. This may include:

Exemplar work - good/not so good

WAGOLL (What a good one looks like)

Be the teacher

Teach someone else

Practice makes perfect

Spot the mistake

Critical friend - Learning Partner/ marking partnerships

Feedback Gallery

Use of the visualiser

Self-assessment/ collaborative peer-assessment

Self/peer assessment

In order to facilitate their independence as learners, wherever possible, children are encouraged to evaluate their own work and that of their peers. Self and peer assessment will take various forms: proof reading their own work, checking it with a Learning partner using 'co-operative feedback' and 'collaborative peer assessment' or acting on feedback given to them by the teacher.

Teachers must firstly model how to self/peer assess work and set clear expectations as to how it should be done. All work should be assessed against the Success Criteria and any comments should follow the simple format:

BE KIND

BE SPECIFIC

BE HELPFUL

Children should have training and modelling on how to give effective feedback and where it might be more appropriate, children could use post-its rather than to write directly on someone else's work.

Children will follow the 'Peer Marking Agreement' when assessing someone else's work. (Appendix 3)

Early Years/ Foundation Stage

Ongoing assessments are an integral part of the learning and development process. This helps to ensure the children are making progress towards the Early Learning Goals. Systematic observations and assessments of each child's achievements, interests and learning styles are made by staff. These observations are used to plan relevant activities and opportunities for each child to help them achieve the next steps in their learning. Feedback is given to the child verbally and also shared with parents and carers. Each child has a 'profile' to record highlights of their learning journey; where appropriate, parents and children are encouraged to contribute towards this book.

POLICY AGREED SPRING TERM 2016

APPENDIX 1 - Marking Code

✓✓ - Objective met/ an excellent example

✓ - working towards the objective/ a good example

A good word chosen/ a good sentence

Correct use

 a good example of working towards the objective/ a good point,
well written

Work highlighted or underlined in yellow should be edited or improved

• C Correction

_____ correct a word or sentence. Check for meaning

Sp Spelling correction

// New paragraph

/ New line

○ Grammatical error/ punctuation missed

CL Capital letter missed

www - what went well

ebi - even better if

V - Verbal feedback given

I - Independent work

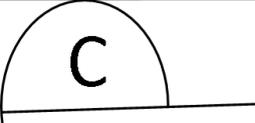
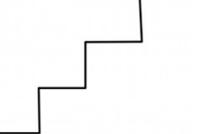
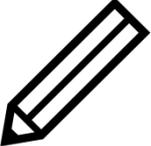
S - Supported work

TA - work completed with a TA

G - Guided work

SA - Self assessed

PA - Peer assessed

	Say the sentence
	Capital letters
	Full stops
	Finger spaces
	Imagination
	Wow words (adjectives)
	Use phonics
	Next steps
	Up level
	Conjunctions
	Time connectives
	Planning
	Letter formation
	Editors glasses

It's good to be green!!!

When you see green comments or ticks in your book, it means you are working towards or have met your target or objective!!!

Keep on doing what you are doing!!! It's great!!!

If a yellow highlighter is used, this is to show where you could make an improvement to your writing by choosing an alternative word, sentence structure or simply to improve the sense and style of the writing.

RED!!! Stop and think!!!

If you see any red marking in your book, it means you need to look at it again and correct it!!!

Comments written in blue/ purple will tell you how well you are working and will make suggestions as to how you might improve your work. Comments by your teacher or a peer will be KIND, SPECIFIC and HELPFUL.

APPENDIX 2

Example of formats for written teacher/ self/ peer assessment

Self check	
Star	
Star	
Wish	

Teacher check	
Star	
Star	
Wish	

www	
Ebi	

LO:		Date:	
NC Key Skill:			
Me	Friend	Steps for success	Teacher
Development			

An example of 'Every time I write' Success Criteria

Every time I write I will check:
Have I used my best handwriting?
Have I used appropriate words?
Does each sentence make sense, read well and sound good?
Have I used punctuation accurately in my writing?
Do the sentences link together well?
Does the whole piece of writing flow and sound good?
Am I impressed with my writing?
My Individual Targets: ❖ ❖ ❖

APPENDIX 3

When I mark my partner's work, I will always:

- ❖ Read their work carefully:
BE KIND,
BE SPECIFIC,
BE HELPFUL

- ❖ Respect my partner's work because they have done their best and their work should be valued.

- ❖ Listen to our partner to understand what they have tried to achieve.

- ❖ Say what I like about their work.

- ❖ Give them helpful and positive comments related to the Learning Objective or Success Criteria so that they can improve their work.

- ❖ Remember that it is their work and if I write in their book, my handwriting must be my best.

- ❖ Think about what I can learn from them.