

## *Policy & Procedure*

# Huncote Community Primary School Academy Trust



## Marking & Feedback Policy *2016-2019*

This policy is reviewed every year and was agreed by the Governing Body of Huncote Community Primary School in **November 2016 and will be reviewed again in November 2019**

Signed: \_\_\_\_\_ Chair of Teaching & Learning      Date: \_\_\_\_\_



## ***Huncote Community Primary School***

### ***Marking and Feedback Policy***

***This policy should be used in conjunction with the Huncote School policy on Assessment.***

#### **Aims**

At Huncote Community Primary School we believe in 'Learning for Life'. Pupils are encouraged to 'Aiming high in all we do'. We therefore aim to:

- Provide a vibrant, stimulating and caring environment;
- Encourage our children to thrive academically, socially and emotionally;
- Engage our children in a creative, inspiring and inclusive curriculum;
- Motivate and inspire our children for a life-long love of learning;
- Work together within our school community to prepare our children for the challenges of modern life;
- Provide and promote a safe philosophy for the whole school community.

These aims are realised through effective working partnerships between staff, pupils, parents, governors, other schools, the Local Authority and the wider community. They are present through all school life and practice.

#### ***Formative Assessment***

Formative assessment is a powerful vehicle for focusing on effective learning, gaining the active involvement of pupils in their own learning and consists of the following components:

- ***Sharing learning goals with pupils;***
- ***Providing feedback which leads to pupils recognising their next steps and how to take them;***
- ***Involving pupils in self-assessment and peer assessment;***
- ***Effective questioning;***
- ***Adjusting teaching to take account of the results of assessment;***

Formative assessment is where the learner is responsible for the learning and the construction of knowledge, through cooperative situations, open-ended questioning, discussion and discovery learning set in meaningful contexts. This is the basis on which our policy is formulated. This policy relates directly to the first four criteria above, while taking into account the remaining components.

#### ***Learning Objectives and Success Criteria***

Feedback – whether teacher to child, child to teacher or child to child – needs to be based on clear understandings about the learning objective of the task and related success criteria. Learning objectives and success criteria must therefore be right at the planning stage and during lessons. These success criteria must be process based, brief, succinct and limited in number. At Huncote, the children know the objective of each lesson and how their successes can be measured. Teachers make success criteria (WILF – What I'm Looking For...) explicit to pupils throughout the lesson and the extent to which pupils have met these success criteria is measured by both teachers and pupils at the end of the session. Teachers

understand, through the use of SMART (Specific, Measurable, Achievable, Realistic, Time-related) success criteria, that there is a distinct difference between what is to be *done* in a lesson and what is to be *learned*.

Pupils should be encouraged to be self-evaluative during plenary sessions and during the course of the lesson. The focus should be on how well they feel they have met the learning intention, measured by the success criteria. If they are constantly trying to match their learning to the success criteria for the lesson, then learning will take place.

The pupils can therefore:

- Keep track of what has been done and what still needs to be done in the time available;
- Know the expectation of the teacher;
- Start to evaluate against the criteria, seeking help where needed;
- Be in a position to mark his or her own work or cooperate with a response partner;
- Confidently work with others who share the same criteria.
- Engage in a meaningful plenary to the lesson.

Some plenaries will provide time for pupils to reflect on the WALT and to draw (neatly) a face:



means *I understood this learning and I've achieved my WILF.*



means *I achieved some aspects of the WILF but I'm not sure about some of this learning.*



means *I don't feel confident with this learning. I'd like the chance to have another go.*

See appendix 3

### ***Key principles of marking and feedback***

- Feedback needs to be focused on the learning intentions of the task and not on comparisons with other children.
- Verbal and non-verbal language from the teacher gives powerful messages to the child about his or her ability.
- Grading every piece of work leads to demoralisation for lower achievers and complacency for higher achievers.
- We need to give *specific* feedback focusing on success and improvement, rather than correction.
- Children need opportunities to make improvements to their work.

### ***The practice at Huncote Community Primary School***

We have a whole-school approach to marking and feedback methods. Marking and feedback is consistent across year groups, developmental across the age-range and consistently applied by those working with children in school, including support staff. Written feedback is legible and clear in meaning, and time is allocated for pupils to read and act on comments. It is sometimes appropriate for comments to be written for the benefit of teachers and parents, rather than being aimed at the pupil.

As research has shown that immediate feedback is the most effective, it is therefore more likely to be oral than written. The quality of the thinking is likely to be higher if the feedback is given straight away and forms part of a learning dialogue between teacher and child.

It is acknowledged that each teacher has his or her own style, but we ensure that we comply with the above and that at Huncote we all include the following elements:

## ***Verbal Feedback***

### **Individual feedback**

Wherever appropriate/possible, and especially in the Foundation Stage and Key Stage 1, teachers should provide individual verbal feedback to children. The symbol **VF** (encircled) should be recorded in children's books to indicate verbal feedback was given. Feedback will always include information on how the pupil can improve the work so that it comes closer to achieving the stated learning intention. This should be done by reference to the success criteria.

Feedback may also include:

- a summative assessment followed by formative dialogue to develop evaluative thinking;
- an explanation of marking comments which have established success and improvement against the learning intention;
- conferencing and marking work with the pupil.

### **Whole-class feedback**

This takes the form of going through work set, talking about processes and answers, and discussing and reviewing learning and misconceptions – usually in the plenary.

Teachers look for opportunities to provide positive public feedback to children concerning work.

### ***Acknowledgement marking***

Work is simply ticked or initialled to show that the teacher has seen the work. An encouragement comment such as 'well done' or 'an excellent piece of work' may be added as appropriate.

This type of marking is suitable where there has been whole-class oral feedback that has achieved a satisfactory level of understanding (in this case, the symbol **WCF** will be encircled alongside the comment of encouragement). It may also be appropriate when other groups in the class are being marked in a more detailed way, on a rotation basis.

### ***Quality marking by the teacher***

Occasionally, pieces of work are marked more thoroughly, in a variety of ways. There is an emphasis on success and improvement, focusing on concepts, skills and knowledge – Where marking is focusing on an area for improvement (a target) the letter **T** will be encircled next to the target. Marking always takes account of the learning intention and its associated success criteria. One method we use is detailed below.

### ***Marking to Assessment grids (writing)***

This will be used on a regular basis for assessing children's writing in their book. It consists of highlighted and dated indications of pupils' written ability to demonstrate criteria on the relevant assessment sheet. This is not specifically intended as feedback to pupils (although some of the more able, older pupils will be able to understand the vocabulary associated with National Curriculum). The information is used by teachers to form summative judgements of pupils' achievement.

### **Highlight and Improvement Method**

Most Literacy and Numeracy work will be marked using this method for each pupil in Key Stages 1 and 2. It is envisaged that the teacher would mark in this way each week, but for only a small number of pupils at a time.

Up to three aspects of the work that match clearly the learning intentions, as recognised by the success criteria, are highlighted in green. One part of the work is highlighted in amber and a written request is made by the teacher for a specific improvement in this area (along with an encircled **T**). The pupils are then given a short period of time, usually at the beginning of the next lesson, to absorb any comments and to make the improvement requested. There are three main types of improvement prompt (or ‘closing the gap’ prompts.) The reminder prompt is most suitable for brighter pupils. The scaffolded prompt is most suitable for pupils who need more structure than a simple reminder. The example prompt is extremely useful with all pupils, but especially with children needing more support. These are used as appropriate. Once the improvement has been made, an acknowledgement mark is then made by the teacher. Pupils within Key Stage 1 will have their work marked similarly, but the request and improvements are likely to be oral.

### ***Self- and peer- Assessment***

We aim to involve the children as far as possible in the analysis and constructive criticism of their own work. This is a gradual process, built up over the years. The first stage is to get children to mark their own work, leading on to peer-assessment when they are confident with the process.

#### **Stage 1**

Children as young as Year 2 can identify their own successes with ease if the learning intention is clear. Pupils are encouraged to identify the best elements of their work and share these with another child, a small group and sometimes the whole class. This helps to increase self-esteem and focuses on the positive elements within a piece of work.

#### **Stage 2**

When pupils are confident at stage 1, they can begin to identify areas in their work where improvements could be made. The pupil can then work with a response partner, or an adult, to effect an improvement.

#### **Stage 3**

Children identify an area to be improved and make the improvement as part of the lesson. This can also work with pairs, especially when paired discussion is part of the class culture.

### **Response partners – Phase 2 and More Able Phase 1 pupils**

- It is most effective when partners are of roughly the same ability so that they see each other as peers. If the ability gap is wide it is possible the lower-ability child to perceive the other as ‘teacher’.
- Pupils need time to reflect on their own work and check it before it is seen by their partner. They may well make improvements themselves at this stage.
- It should be stressed that the partner is looking for successes before an improvement point can be identified and agreed.
- The learning intention and associated success criteria must be focused on at all times.
- It is most effective where the suggestions are verbal, with highlighting of successes completed by the partner and only the author making corrections to the work.
- Response partners are encouraged to make positive comments.
- Children in upper Key Stage Two may be able to make positive summative written comments about their partner’s work.

## **Reward Systems**

There are various reward systems in place at Huncote School.

At Pupil level, these include individual, and sometimes public, verbal praise. The systems differ slightly between classes in accordance with the ages of the pupils, but they all include individual acknowledgement of effort or special achievement. Where more recognition of good work is required a child may be sent to a Lead teacher, Subject leader or the Head teacher for personal congratulations. There is also a system of team points which can be earned. These lead on to bronze, silver and gold certificates.

Certificates for swimming, dancing, sports etc. awarded outside school are celebrated in our whole school assemblies on Mondays.

## **Parents**

It is important that parents should be informed about the whole process of formative assessment to avoid unnecessary misunderstandings that may occur through conversation with their children or from access to the children's books. Parents can be helped to follow the principles at home, especially when helping with homework. They should be encouraged to help raise the self-esteem of their children by identifying successes within their homework, and helping their children to build on these.

## **Supply teachers**

Supply teachers are expected to mark to the criteria set out in this policy. As such, Appendix 1 provides a summary of the symbols to be used. Supply teachers should initial any work they mark.

## **Inclusion**

Our school tries to be an inclusive school. We aim to make all pupils feel included in all our activities. We try to make all our teaching fully inclusive. We recognise the entitlement of all pupils to a balanced, broadly-based curriculum. We try to have systems in place for early identification of barriers to their learning and participation so that they can engage in school activities with all other pupils. We acknowledge the need for high expectations and suitable targets for all children.

## **Equality Statement**

At Huncote Community Primary School, we actively seek to encourage equity and equality through our work. No gender, race, creed or ethnicity will be discriminated against. The school's Disability Equality Scheme will be followed and the use of stereotypes under any of the above headings will always be challenged.

## **Monitoring**

Our assessment co-ordinator (Head teacher) and subject co-ordinators are responsible for monitoring the implementation of this policy. The subject co-ordinators inspect samples of the children's work, to check records, to interview pupils and to observe the policy being implemented in the classroom.

Agreed & adopted by The Governing Body of Huncote Community Primary School Academy Trust

Signed.....

Date

Chair of Curriculum Sub-Committee

This policy will be reviewed every 3 years

**November 2016**

*Appendix 1**Key to Symbols used in marking:****For pupils' self assessment (at the end of most sessions – a face drawn next to the written WALT)***

means *I understood this learning and I've achieved my WILF.*



means *I achieved some aspects of the WILF but I'm not sure about some of this learning.*



means *I don't feel confident with this learning. I'd like the chance to have another go.*

***Every lesson must have a Learning Objective (WALT) and, as such, the following key is used for teachers' written marking of almost every piece of pupils' work***

- **teachers use green pen to indicate up to three aspects of the work which demonstrate successful achievement of the WILF and/or WALT.**
- **teachers use orange pen to indicate incorrect answers or areas for development (children should make corrections)**
- **children use purple pencil crayon for editing, self-correcting or peer assessment.**



the teacher has given verbal feedback during the lesson – no further comments are required.



there has been whole class feedback and this symbol will be included alongside an encouragement comment such as 'well done', 'great' or 'fantastic'.