

We are two inclusive schools, where individuals are welcome and celebrated.

Marking and Feedback Policy

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Document Change History

Version	Author	Date	Change Details
2	SW	September 2023	Reviewed policy to reflect TWS

Marking and Feedback Policy

This marking policy is linked to the school's policy of assessment and is an integral part of our aim to support children in their learning and allow them to achieve their best. This policy identifies a whole school approach to marking and reflects practice which is age appropriate and accessible to children at any age. All teachers follow these guidelines but make appropriate and suitable adjustments for the age of the children they teach.

Principles

Effective marking and feedback should:

- Provide information to children to enable them to learn, achieve and improve.
- Be accessible to children of any age.
- Be manageable for teachers.
- Be based on one or two clear learning objectives shared with the children at the beginning of the lesson and reinforced with the children at the end of the lesson.
- Give children opportunities to become aware of and reflect on their learning needs.
- Give recognition and praise for achievement.
- Enable mistakes to be corrected.
- Give strategies for improvement.
- Allow time for children to read, reflect and respond to marking.
- Include opportunities for different marking and feedback strategies ranging from immediate verbal feedback to distance marking.
- Ensure children (and parents) are aware of the focus for marking and feedback for the piece of work.
- Encourage children to take ownership and responsibility for their own learning.
- Promote high standards.
- Provide a record of pupil achievement, used in ongoing formative assessment.

Strategies for marking and feedback

Marking and feedback can be given in a variety of ways and does not always mean that the teacher has written a comment in a child's book. Verbal feedback is the most essential strategy used by teachers as this has immediate impact in helping children to move forward with their learning. These are the strategies that we use to ensure that children improve and achieve...

Assessment of Learning

Ticks are put on work in response to closed tasks or exercises. These are written in purple so that the children see this feedback clearly. (See Appendix 1)

Wherever possible, children self-mark or the work is marked as a class or in groups. When children self-mark, they use green pen to show the corrections or improvements they have made. This helps to inform teachers of the further progress made or how a child has responded to previous feedback.

Staff indicate whether the work has been carried out independently, with a response partner, in a small group or with support (W/S). (See Appendix 1)

Live marking is actively encouraged and children should have immediate feedback on their learning as part of every lesson. Where this is not possible, teachers should ensure that children respond (in an age appropriate way) to any marking or comments that have been given.

Assessment for Learning

During lessons, verbal feedback is given to children as they share their work with their teacher. Comments focus firstly on issues relating to the learning objective(s) and secondly to other features. Pointers indicating how the child could improve a piece of work are also given, e.g. 'Have you thought recording your results in a table?' These are called 'next steps' which are used frequently by teachers to help a child move forward with their learning.

Written reference may be made to what was discussed, e.g. 'we talked about the difference between there/their'.

'V.F' is put next to work to indicate that verbal feedback has been given and the teacher has spent time with the child to discuss their learning. (See Appendix 1)

Distance Marking

Distance marking refers to written comments made by the teacher in response to a piece of work. Although they may be written with the child present, in many cases this type of marking is often done away from the child. The teacher will mark in purple at all times.

Distance marking is most appropriate for open-ended tasks and written work.

Not all work can be marked in depth. Teachers decide whether work will simply be acknowledged or given detailed attention. The focus of the marking will be reflected in the learning label as these show the success criteria that are being worked on in the lesson.

The emphasis in marking is

- a) How successful the child has been meeting the learning objectives outlined at the beginning of the activity.
- b) How the work can be improved in relation to the learning objectives.

Spelling, Punctuation and Grammar

Spelling, punctuation, grammar etc. are not commented upon or marked in every piece of writing. Instead, children are encouraged to check through their own work and try and correct things.

Feedback is only given in relation to the things that the children have been told to focus on. This means that not all aspects of writing are marked at the same time but over time will be addressed.

If High Frequency words, or a particular family of words has been the focus within the lesson or during the week then spellings will be corrected.

Self-marking

Children self-evaluate their work wherever possible. They identify their successes and look for improvement points. The children use green pen to make their corrections and respond to next step comments/suggestions.

Paired marking

Before the end of lessons, children are sometimes asked to mark their work with a response partner.

- Paired marking is usually more appropriate for children in KS2 than KS1.
- Children are trained to do paired marking through modelling with the whole class.
- Ground rules concerning listening, interruptions, confidentiality etc. are decided with the children.
- Children take turns to identify features that meet the learning objective(s) and decide how the work could be improved, for example using the 3:1 success to improvement ratio (3 positive comments: 1 next step).
- Response partners are changed on a regular basis so children get to work with different people and learn cooperative skills together.

- Dialogue between the children will be encouraged to avoid one child taking on the role of 'teacher'


Organisation

- The nature of feedback and marking needs to be flexible to match the nature of the task and the time available.
- Where possible, children are given verbal feedback as they work through a task.
- Children are encouraged to self-mark their work, as appropriate.
- In literacy and numeracy, plenary sessions are sometimes used to discuss and mark work as a class.
- Children’s work may include marked independent first draft pieces as well as final pieces of work to give both children and their parents an accurate reflection of what has been achieved independently without teacher input.
- When work has been distance marked, **time is given for children to read and respond to written comments about their work.** They are encouraged to make focused improvements using the improvement suggestion made by the teacher (next steps).
- Star awards, smiley faces, stickers, stamps, etc. may be used to encourage and to indicate to the child where they have successfully met a learning objective or have made a significant improvement to their work. The awarding of these will be relevant to individual child’s learning goals.

Learning Labels



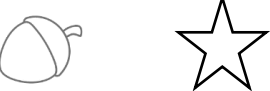



Children will regularly use learning labels in their work books. These labels contain the learning objective for the lesson and success criteria to show the children what is expected of them. Learning labels also contain space for the teacher and child to respond to these success criteria. Children are encouraged to self-evaluate themselves in the space provided.

Learning labels also give an indication of the level of challenge a child has worked at (three chilli challenge) and whether the task was independent, paired, or group work. (See Appendix 1)

T	DATE	P
I/ RP/ G	LO:	
	Success Criteria: <ul style="list-style-type: none"> • • • 	

Appendix 1

Below is a list of abbreviations and symbols that teachers use when marking work and their meanings...

Marking symbol	What does this mean?
	A tick can be used to show that a piece of work is completed accurately or to indicate correct answers to closed questions.
	The 'NEXT STEP' symbol is used by children to identify what the teacher wants them to do next to improve in their learning.
W/S	WITH SUPPORT – Sometimes children work with an adult on a task. This could be with able learners or children with specific needs. The adult will indicate W/S to show that they supported that child.
V.F	VERBAL FEEDBACK – Teachers use V.F to show that they talked to the child about their work.
sp sp x 3	If a child makes a spelling mistake that the teacher wants to highlight an sp is used. If the teacher would like the child to practise a particular word, they will use spx3 and the child needs to copy the spelling three times.
	An acorn/star indicates that the child has earned an acorn award for their work and progress.
	The three chilli challenge is shown on the learning label as children shade in the chillies to represent their individual level of challenge. 1 chilli = mild (easier), 2 chilli = hotter, 3 chilli = spicy (hardest)
I	Individual work. When children complete a task independently, it will be shown with an I on the learning label.
RP	Response Partner. When children complete a task with their response partner, it will be shown with RP on the learning label.
G	Group work. When children complete a task as a group, it will be shown with G on the learning label.
	An example of a stamp that the teacher might use to indicate good work, progress made or other comments relevant to the learning.
Word <u>underlined</u> or 	Sometimes teachers will underline or circle words or letters to draw attention to a mistake that needs correcting. For example, a missing capital letter at the start of a sentence.

Appendix 2

At Hollesley and Waldringfield Partnership we follow The Write Stuff. The Write Stuff is based on two guiding principles; teaching sequences that slide between experience days and sentence stacking lessons.

As part of the teaching sequence, teachers plan experience days; sentence stacking lessons and independent writing sequences. Experience days immerse children in experiences linked to their writing and drench them in vocabulary linked to the lenses in 'The Writing Rainbow'. From the experience days, children take part in the sentence stacking lessons. Sentence stacking lessons focus on writing three sentences with focuses on lenses of the rainbow.

'The Write Stuff' follows a method called 'Sentence Stacking' which refers to the fact that sentences are stacked together and organised to engage children with short, intensive moments of learning that they can then immediately apply to their own writing.

An individual lesson is based on one plot point from the text, broken in to three learning chunks:

- **1. Initiate section** – a stimulus to capture the children's imagination and set up a sentence.
- **2. Model section** – the teacher models a sentence that outlines clear writing features and techniques.
- **3. Enable section** – the children write their sentence, following the teacher's model.

This part of the unit is heavily scaffolded with lots of teacher input and modelling of vocabulary use, sentence construction and use of grammar with reference to the 3 writing lenses.

During the initiate section children 'chat and jot' down their ideas from stimulating resources, such as pictures, music and drama. The children are encouraged to use 'kind calling out' where they call out examples of vocabulary, adverbs, onomatopoeia etc.

During the Model section the teacher prepares children for writing by modelling the ideas, grammar and techniques of writing taken from the writing rainbow.

In the Enable section pupils write their own sentences, taking the opportunity to deepen the moment. 'Deepen the Moment' is where children are challenged to independently draw upon previously learnt skills and apply them to their writing during that chunk. **Teachers and classroom staff will live mark during these sessions, referring the children to the learning points of that lesson.**

Following the sentence stacking, children are given the opportunity to show what they have learnt by planning and writing their own independent piece of writing. **After they have written their independent piece, their work is marked by the class teacher who identifies different aspects of their written piece to be edited.** There are 3 elements to the editing;

E1 Edit: The Revise

Edit Type 1: These are often 'little' adjustments or changes and tend to fall into one of these categories; Spellings Missing words or Punctuation

E2 Edit: The Rewrite

Edit Type 2: Children are asked to re-write a sentence if it doesn't make sense, could be restructured or generally improved.

E3 Edit: The Reimagine

Edit Type 3: This is when a writer wants to add more sentences to develop an idea further. For this the children are shown how to use 'editing flaps'.

Editing flaps are extra pieces of paper that stick onto their writing and show the additional sentences added into their work.

The Write Stuff provides a balance of narrative, non-fiction and poetry writing throughout each term.