



Waterhouses CE  
Primary Academy

# Feedback and Marking Policy

|                                 |                           |
|---------------------------------|---------------------------|
| Committee                       | Curriculum and Attainment |
| Date Approved by Governing Body | 1-11-17                   |
| Last Review Date by Committee   | 4-10-17                   |
| Next Review Date by Committee   | October 2018              |

*'Celebrate Learning, Achievement and Friendship in God's Love'*  
*Core Christian Values: Love, Trust, Hope, Respect*

*How children's work is received and the nature of feedback given to them will have a direct bearing on learning attitudes and future achievement. At Waterhouses (CE) Primary Academy, we focus on recognition of effort and achievement and celebration of success by all pupils.*

At Waterhouses, we recognise the importance of feedback as part of the teaching and learning cycle, and aim to maximise the effectiveness of its use in practice.

Research shows that effective feedback should:

- redirect or refocus either the teacher's or the learner's actions to achieve a goal
- be specific, accurate and clear
- encourage and support further effort
- be given sparingly so that it is meaningful
- provide specific guidance on how to improve and not just tell pupils when they are wrong

Notably, the Department for Education's research into teacher workload has highlighted written marking as a key contributing factor to workload. Here at Waterhouses, teaching staff have considered the best ways of providing effective feedback and marking which is meaningful, manageable and motivating.

## Principles

Our policy on feedback has at its core a number of principles:

- the sole purpose of feedback and marking should be to further pupils' learning;
- evidence of feedback and marking is incidental to the process; we do not provide additional evidence for external verification
- written comments should only be used where they are accessible to pupils according to age and ability;
- feedback delivered closest to the point of action is most effective, and as such, feedback delivered in lessons is more effective than comments provided at a later date;
- feedback is provided both to teachers and pupils as part of assessment processes in the classroom, and takes many forms other than written comments;
- feedback is part of the school's wider assessment processes, which aim to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress.
- all pupils' work should be reviewed by teachers at the earliest appropriate opportunity so that it might impact on future learning. When work is reviewed, it should be acknowledged in books.
- that oral feedback is as valuable as written feedback and we should shape our pedagogy with that in mind - closing the gap between the two. The gap should also be closed between the teacher giving feedback, both orally and in the written form, and students self-assessing their own writing and peers giving effective feedback;
- where written feedback is used, it should be selective, targeted and use precise language;

- adequate time must be given for pupils to act upon feedback;
- adequate time must be given in dialogue with pupils to ensure they understand what they need to do to improve.

Feedback and marking will also:

- recognise and celebrate pupils' achievement
- encourage pupils to evaluate their own work
- encourage pupils to take ownership and responsibility for their own learning
- promote, monitor and encourage high standards and expectations
- assess what a pupil has learned
- inform planning.

Within these principles, our aim is to ensure that pupils are provided with timely and purposeful feedback that furthers their learning, and that teachers are able to gather feedback and assessments that enable them to adjust their teaching both within and across a sequence of lessons.

### Feedback and marking in practice

It is vital that teachers evaluate the work that pupils undertake in lessons, and use information obtained from this to allow them to adjust their teaching. Feedback occurs at one of three common stages in the learning process:

- Immediate feedback - at the point of teaching
- Summary feedback - at the end of a lesson/task
- Review feedback - away from the point of teaching (including written comments)

The stages are deliberately numbered in order of priority, noting that feedback closest to the point of teaching and learning is likely to be most effective in driving further improvement and learning, especially for younger pupils.

At Waterhouses, feedback can be seen in the following practices:

| Type             | What it looks like                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Evidence (for observers)                                                                                                                                                                                                       |
|------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Immediate</b> | <ul style="list-style-type: none"> <li>• Includes teacher gathering feedback from teaching, including book work, mini-whiteboards, answers to questions etc</li> <li>• Takes place in lessons with individuals or small groups</li> <li>• Often given verbally to pupils for immediate action</li> <li>• May involve the use of a teaching assistant to provide support or further challenge</li> <li>• May re-direct the focus of teaching or the task</li> <li>• May include highlighting or annotating according to the marking code</li> </ul> | <ul style="list-style-type: none"> <li>• Lesson observations/learning walks</li> <li>• Some evidence of annotations or use of marking codes/highlighting</li> </ul>                                                            |
| <b>Summary</b>   | <ul style="list-style-type: none"> <li>• Takes place at the end of a lesson or activity</li> <li>• Often involves whole groups or classes</li> <li>• Provides an opportunity for evaluation of learning in the lesson</li> <li>• May take form of peer or self-assessment against an agreed set of success criteria</li> </ul>                                                                                                                                                                                                                     | <ul style="list-style-type: none"> <li>• Lesson observations/learning walks</li> <li>• Some evidence of peer and self assessment</li> <li>• May be reflected in review feedback (marking)</li> </ul>                           |
| <b>Review</b>    | <ul style="list-style-type: none"> <li>• Takes place away from the point of teaching</li> <li>• May involve written comments/annotations for pupils to read/respond to</li> <li>• Provides teachers with opportunities for assessment of understanding</li> <li>• Leads to adaptation of future lessons through planning,</li> </ul>                                                                                                                                                                                                               | <ul style="list-style-type: none"> <li>• Acknowledgement of work completed and praise</li> <li>• Written comments and appropriate responses/actions</li> <li>• Adaptations to teaching sequence tasks when compared</li> </ul> |

|  |                                 |             |
|--|---------------------------------|-------------|
|  | grouping or adaptation of tasks | to planning |
|--|---------------------------------|-------------|

## Marking approaches

All work will be acknowledged in some way; through the use of simple symbols, 'verbal feedback given' stamps, ticks or highlighting of learning objectives.

In Foundation Stage and Key Stage 1, review marking will only lead to written comments for those pupils who are able to read and respond independently. In some cases, the marking code may be used where this is understood by the pupils. Marking should offer recognition and praise for achievement and give clear strategies for improvement. Where pupils are unable to read/understand such comments, these are shared verbally at the next appropriate opportunity.

In Key Stage 2, written marking and comments should be used where meaningful guidance may be offered which it has not been possible to provide during the lesson. Where a pupil has achieved the intended outcome and is well-prepared for the next stage of learning, this need not be annotated.

In most cases, written comments will be focussed on extended pieces of written work, particularly during the planning and drafting stage. This will allow pupils' achievements to be recognised and provide further guidance for future learning.

## Marking principles and codes

- Marking should be linked to the key learning intention/outcome.
- Teachers should use agreed marking symbols outlined below and children must understand them.
- Effective feedback needs planned time for children to make improvements/respond. There must be adequate time given for children to correct or edit work, respond to marking, self-assess or respond to additional challenges (Fix it Time). 'Fix-its' are to be starred with a pink highlighter ('pink for think') and be clearly indicated to the child. 'Fix-its' should be completed underneath the previous work. Previous incorrect answers should not be rubbed out and changed as this will then appear to show incorrect marking. 'Fix its' must then be marked and dated.
- Positive feedback is written in green and areas for development in pink/red ('pink for think').
- Comments will focus on only one or two key areas for improvement at any one time.
- Feedback should be given on spellings, grammar and presentation throughout the curriculum. The school has a set of 'non-negotiables' which must not be ignored in marking eg capital letters and full stops, neat presentation, finger spaces in writing.
- Children should be trained in marking, self-evaluation and peer assessment to make improvement suggestions and to act upon and respond to the suggestions made.
- All staff, including supply/cover staff or teaching assistants should mark work as directed by the class teacher. They should initial the work if they are not the class teacher.
- Teachers may need to add a note to put work into context eg unfinished due to absence of child.
- Marking practices and procedures should be in keeping with the school's policy on assessment.
- Subject Leaders will monitor marking in subjects.

## How do we mark children's work?

### Foundation Stage

- Learning intentions are shared in child friendly language.
- Oral dialogue and questioning children about their play, learning or special work.
- Verbal praise, smiley faces, and stickers.
- Annotation of work and photographs as part of the process of gathering information for the Foundation Stage Profile.

- Work will be marked with an 'I' or 'S' to indicate if the work was completed independently or with support (see marking codes below)

### **Key Stage 1 and 2**

- The learning intention/objective for the lesson will be clearly indicated in the child's books and progress towards the objective clearly indicated. Green highlighter for 'achieved', orange/yellow for 'still working towards' and pink for 'not achieved' or 'not yet taught'
- All recorded learning will be acknowledged as appropriate.
- Self-assessment through 'thumbs up' or child written 'smiley faces' or 'traffic lights' are used.
- Stickers and stamps to offer praise
- When appropriate children should be encouraged to self-mark and be involved in peer marking.

### **Literacy**

- Incorrect spellings will be indicated to the child (see marking code below) where the words/spelling pattern has been previously taught and should be applied to their writing by the child. The child should use 'fix it' time to re-write/practice these spellings E.g. by using 'Look, Cover, Write, Check' (LCWC). For more able/older children, teachers will indicate correct letters of a misspelt word with ticks but the child is expected to use a dictionary or spellchecker to work out the part of the spelling which is incorrect.
- In KS2, for extended pieces of writing, the children will be encouraged to self-assess their writing against clearly defined success criteria.
- Where appropriate, children may use coloured pens to highlight particular features in their writing in order to improve learning.
- Where appropriate, symbols will be used in marking once their meaning has been explained. (see marking code below)
- If writing/work is not completed independently eg if it is copy writing, shared or guided writing, please indicate with a note. (see marking code below)

### **Maths**

- A tick if correct and dot if incorrect.
- Calculations to be corrected should be indicated as a 'fix it'. Corrections should be limited to one or two as the purpose is to correct the method or understanding of the calculation rather than every single error made. This would also be demoralising for the child.

### **Marking Homework**

- All homework will be marked promptly by the class teacher and at least before the child's homework book is returned to them for their next piece of work.
- All homework completed will be celebrated with the child. Stickers and house points will be given as appropriate.

### **Dyslexia Friendly Strategies**

- There is a much greater emphasis on oral feedback to the pupil or a shared learning dialogue between the teacher and pupil to ensure that there is full understanding and celebration of learning achieved as well as next steps in learning.
- There is a focus on 'tiny steps' of improvement with lots of praise, stickers and other rewards to raise self-esteem.
- As with other children, the use of coloured highlighters is encouraged with children highlighting 'good' things in their writing.
- It is particularly important to mark to encourage rather than highlight mistakes. Spelling errors for example should be as appropriate to the child as possible. The teacher will be aware of what the child should be able to spell and mark accordingly.

- The SENCO will provide extra guidance and support with marking and feedback with a child with SpLD or Dyslexia.

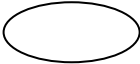
(See Waterhouses Dyslexia Friendly Policy)

### Monitoring and Evaluation

The head teacher and subject leaders will monitor learning and talk to children about their work. Verbal and written feedback will be given to individual members of staff.

This policy should be reviewed annually.

The following agreed marking codes will be used consistently across the school when marking

| MARKING CODES                                                                        |                                                                                |
|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|
| I                                                                                    | Independent work                                                               |
| S                                                                                    | Support given                                                                  |
| Guided                                                                               | Guided Teaching                                                                |
|  sp | Word (s) you should be able to spell, change it or write it out at the bottom. |
|   | Circle where there should be a capital letter or punctuation is missing.       |
| //                                                                                   | New paragraph/start a new line                                                 |
|   | Remember finger spaces                                                         |
| ?                                                                                    | This doesn't make sense, read it again and improve it.                         |