

Wainwright Primary Academy

Marking & Feedback Policy

Revised Jan 2017



Aims:

- The purpose of marking/ feedback is to increase student progress by building on prior learning
- Marking/feedback should be of high quality and demonstrate that students have benefitted from the feedback given
- To establish a consistent approach across the academy to the way the learner’s work is marked, so that students feel valued and have a clear understanding of their progress
- To ensure all students are challenged as a result of regular feedback to assist them in reaching or exceeding their potential.
- Effective Feedback will enable students to improve their work, allow greater student independence and will inform future teacher planning.
- Marking therefore must be regular, and promptly returned to students

Types of marking:

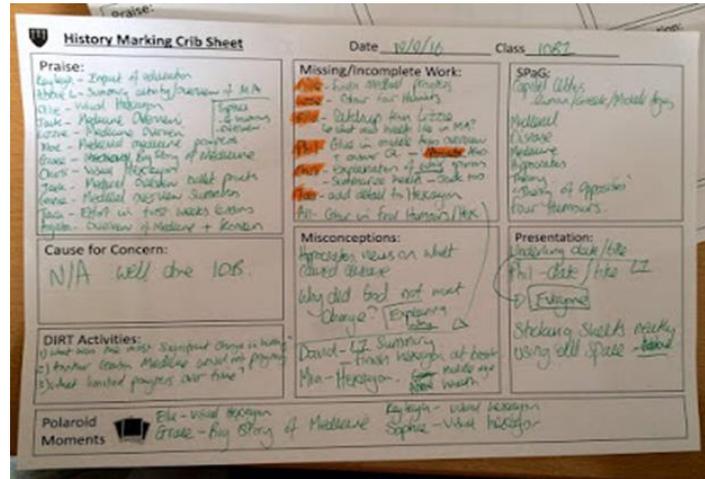
- A range of marking strategies and student response are encouraged. The marking menu provides ideas of the kind of strategies that could be employed. Marking should largely be formative rather than summative in focus. Grading students work can have a negative impact on student learning and motivation *(Research has shown that comment only marking is 70% more likely to result in in student progress compared to work that is graded).*

Type	Key Features
<p>Written formative feedback (deep mark).</p>	<p>This formative feedback must utilise the whole school stamp. The whole school stamp does not need to be the only strategy used; it can be combined with other strategies</p> <p>The feedback can be given to work completed in groups or pairs and in this situation the work and the stamp can be photocopied for individual student books.</p> <div data-bbox="422 1243 654 1377" style="border: 1px solid black; padding: 5px; display: inline-block; margin-bottom: 10px;"> <p>What went well: Even better if:</p> </div> <p>You have the freedom to use stickers replicating the whole school stamp. These stickers should be varied enough to ensure that the feedback remains appropriate to the individuals needs of the students.</p> <p>Teachers’ responses must be written in green pen and should:</p> <ul style="list-style-type: none"> ➤ Ensure a student response; ➤ Ensure that the feedback can be carried forward to the following pieces of work, the stamp should generally be used to evaluate student’s progress against the learning objective and the pupil’s targets; ➤ Challenge the students to think for themselves; ➤ Encourage pupils and be constructive and specific; ➤ Be personal and relevant; ➤ Good presentation should be praised and poor presentation should be highlighted and improved. <p>Feedback should be responded to by students in purple pen. Student responses can vary in format.</p>

Sample marking

This type of marking should be used as a form of AFL to inform the teacher of any general misconceptions of a group of pupils. Teachers take a sample, for example: 2 x HA, 5 x MA, 2 x LA books which they mark using a chosen method from the Marking Menu and which reflects the needs of the individual pupils. The assessments which take place whilst the teacher mark the sample of books are used to inform future planning and respond to general misconceptions, both of the cohort and smaller groups of learners.

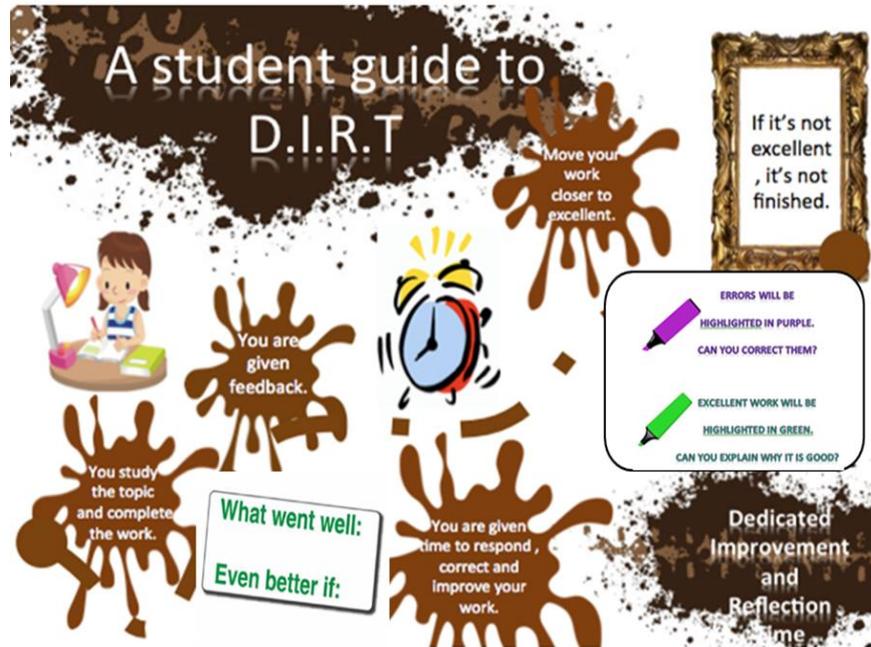
To inform feedback and planning teachers have the freedom to create their own crib sheets to record key misconceptions and pupil targets and feedback this to pupils using a method they feel is suitable. For example, verbally at the beginning of the next lesson; photocopying part of or the entire crib sheet and giving it to pupils.



Self-assessment

A pupil's self-assessment and response to a teacher's feedback is paramount if it is to have an impact and the pupils are to make good progress.

Evidence of this practice should be frequently evident in books. **Adequate time for pupils to marking and self-assess must be planned into lessons.**



	<p>During this type of marking pupils should be challenged to think for them-selves. Pupils should be trained to self-assess so that it is honest and purposeful. Teachers may provide toolkits/success criteria to focus the pupils or they may be asked to focus on a specific aspect of their learning or individual target.</p> <p>Students should correct errors in purple pen, rewriting misspelt words three times in the margin. Best practice will also include students responding to peer marking in purple pen.</p>
Peer marking	<p>During this type of marking pupils are asked to feedback on their peer’s progress.</p> <p>Teachers train pupils to give specific, constructive and thoughtful feedback to peers to ensure their self-esteem is protected.</p> <p>Through this practice pupils are challenged to think for them-selves and are required to articulate their own learning through their feedback to others.</p> <p>To support pupils, teachers may provide toolkits/success criteria to focus the pupils, or they may be asked to focus on a specific aspect of their learning. They will be asked to respond either verbally or using a range of methods from the Marking Menu.</p> <p>Peer marking will be completed using a blue pen and best practice will include students responding to peer marking in purple pen.</p>
In-flight marking	<p>Should take place in the vast majority of lessons and be conducted by both/either the teacher and Learning Support Assistant.</p> <p>An important aspect of this method is the effectiveness of the verbal feedback given and the impact this has on progress during a lesson.</p> <p>When verbal feedback is given this should be indicated using the marking symbol V.</p> <p>Best practice will include students responding to peer marking in purple pen.</p>

Key expectations for the types and frequency of feedback in each key stage:

EYFS	<ul style="list-style-type: none"> • Teachers aim to record 3 pieces of evidence of a pupil's progress towards the Early Learning Goals per week, either in their Learning Journal using Tapestry or a child's book. • Most teacher's oral feedback will be given on an individual basis or when working in a small group. The use of the school stamp may be used in this circumstance. • The use of verbal peer and self-assessment will be encouraged. • Symbols will be used as and when appropriate.
KS1	<ul style="list-style-type: none"> • 'In-flight marking' will take place during the vast majority of lessons and pupils will then receive immediate verbal feedback which they will be required to act upon. • Minimum frequency of a 'deep mark' (using the stamp) will take place once a week when pupils complete an extended piece of writing in English or topic work. • Pupils' self/peer marking will happen at least once per week and will be planned. Teachers will spend time training pupils about quality feedback and will provide scaffolds/success criteria so that pupil feedback is specific.
KS2	<ul style="list-style-type: none"> • 'In-flight marking' will take place during the vast majority of lessons and pupils will then receive immediate verbal feedback which they will be required to act upon. • Minimum frequency of a 'deep mark' (using the stamp) will take place once a week when pupils complete an extended piece of writing in English or topic work. • Sample marking to be used once/twice a week – as appropriate. At the beginning of the week it will be used to help teacher differentiate for the rest of the week. Using/sharing a crib sheet to record the outcome of the assessment during sample marking is at a teacher's discretion. From sample marking a bubble and IP point for each ability level will be stuck in books using pre-made labels. • Pupils' self/peer marking will happen at least once per week and will be planned. Teachers will spend time training pupils about quality feedback and will provide scaffolds/success criteria so that pupil feedback is specific.

Marking Symbols

Marking should take place using the whole school marking symbols; this will take place as part of formative feedback.

Marking symbols used in EYFS are as follows:

✓ - a correct response

- an incorrect response

AS indicates **Adult Support**

I indicates **Independent work**

V **Verbal feedback**

The following may be adopted in the summer term if appropriate to the child:

GW indicates guided work with an adult in a small group

IP Improvement prompt – indicates the area of the work the child needs to improve.

Marking symbols used in KS1/KS2 are as follows:

✓ - a correct response

- full-stops

AS indicates **Adult Support**

PH indicates a phonic check is required

ABC indicates capital letters are missing

SP spelling error needs addressing

I indicates independent work

GW indicates guided work with an adult in a small group

V **Verbal feedback**

IP Improvement prompt – indicates the area of the work the child needs to improve.

Marking Menu

This is a menu of potential marking strategies. It is not to be restrictive and may be supplemented with alternate strategies. Furthermore, it is a working document that will be added to at intervals.

Marking as a Teaching Strategy: Menu of Strategies

Questions as marking



Ask students one or two questions to either clarify or extend their thinking.

i.e. Which groups of Christians are more likely to believe this?

Student response: Students need to answer the questions



Post it Notes

Write pieces of feedback on different post-its.

Student response: Students then have to stick the post-it's on the section of their work the feedback applies most to.



Memory Discs

Record up to 30s seconds of verbal feedback on the disc. Write the students name on the front.

Student response: Students can then respond to your feedback by either writing or recording their own message on the disc- you could perhaps ask them to tell you how they plan to achieve their target.

Chilli hot list

Scoville Scale, official measure of spiciness

2,000,000	Weapons grade pepper spray
1,176,182	"Birdseye Chili" from Grantham
801,900	Bhut Jolokia
664,000 - 882,000	Dorset Nags
30,000 - 50,000	Cayenne pepper
2,500 - 8,000	Jalapeno pepper
2,500 - 5,000	Tabasco sauce
100 - 500	Pimento
0	Bell pepper

Heat rating

Rather than give grades, award the students with a curry or chilli rating, the hotter the better and explain your reasons for this. (This same logic could be applied to football teams etc)

Student response: Student then annotate their work to explain how they could get promoted to a hotter curry or chilli.



Verbal Feedback

Give students verbal feedback identifying what went well and what they could improve in their work

Student response: Students then record your feedback in their own words perhaps on a sticker.



Highlighting in 2 colours

Highlight parts of the students work in 2 colours to suggest strengths and weaknesses.

Student response: Students then have to annotate your highlights to explain why these parts are strengths/weaknesses. They then could improve their response.



Highlighting in a number of colours

Highlight parts of the students work in different colours to demark different skills you are looking for.

Student response: Students work out what the different colours stand for and write a colour code at the bottom of their work. They then could add in sentences in the colour they are most lacking in to improve their work.



The school stamp

Identify what students did well, how they could improve, and whether their work has improved. At KS2 it is best if you look for the same skills each time you use the stamp, as this allows for greater continuity.

Student response: Students use the feedback immediately in the next piece of work or students highlight a model answer to show where their target skill has been successfully demonstrated.



Checklist

Indicate on a checklist what students have and haven't achieved

Student response: Students annotate their work to show how they could achieve an item not ticked on their checklist.

success criteria for the piece of work



Triple impact

Mark a piece of work after a student has self-assessed it, focusing on whether the student's self-assessment is accurate.

Student response: Students then respond to your feedback. In this way the marking becomes almost conversational



Example paragraph

Provide students with an example piece of work for the same task as they completed. You could use the same example for the entire class or different examples at different grades, so a student could be given an example one grade above or below their own. Annotate the strengths weaknesses of the example.

Student response: Students spot the similarities and difference between the example piece of work and their



Learning objectives

Print out the learning objectives from the lessons and highlight the one the students have shown that they have achieved via their work.

Student response: Students explain how they could go about trying to achieve the higher objective, or if at the top of the objectives, develop a higher one of their own.