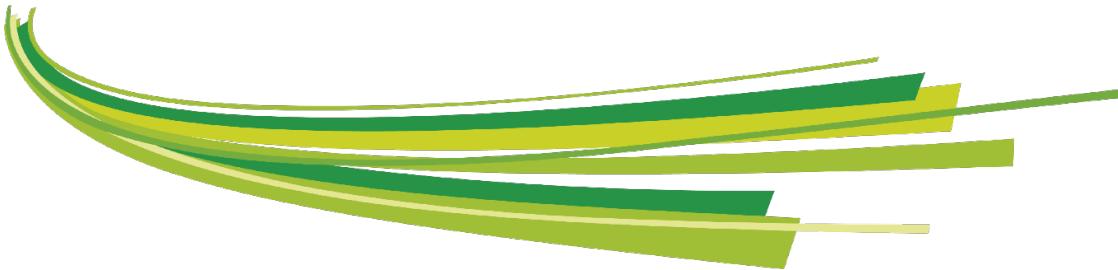




WIDDEN PRIMARY SCHOOL

FEEDBACK AND MARKING POLICY



REVIEWED BY:

Kurt Doyle

DATE APPROVED BY THE FULL GOVERNING BODY:

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REVIEW CYCLE:

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Contents

1. Aim	Error! Bookmark not defined.
2. Rationale	Error! Bookmark not defined.
3. A Whole School Approach (Methods and Classroom Practice)	Error! Bookmark not defined.
4. Marking Symbols / Abbreviations.....	Error! Bookmark not defined.
5. COVID 19 Appendix.....	Error! Bookmark not defined.

This policy forms part of a whole policy for Assessment for Learning. It relates to the ethos of the school and has a direct link with curriculum planning and assessment

Aim

- To recognise, encourage and reward children's efforts and achievement and celebrate success
- To provide dialogue between teacher and child with clear, appropriate feedback regarding strengths and areas to develop their work
- To improve a child's confidence in reviewing their own work and setting future targets by indicating the 'next steps' in learning
- To help pupils develop an awareness of the standards they need to reach in order to achieve particular levels of the national curriculum
- To identify pupils who need additional support/more challenging work and identify the nature of the support/challenges needed
- To provide evidence of assessments made and help moderate the interpretations of learning intentions and levels achieved
- To involve parents directly in their child's progress and to help in reporting to parents
- To aid curriculum planning

Rationale

If the children are to develop as independent learners, with an awareness of their own strengths as well as areas for development, it is essential that:

- They are made aware of the learning intention of the lesson and of the criteria against which their work will be marked or assessed.
- The learning needs of each child is understood and work is matched and marked appropriately.
- The child's work is marked so that achievement is acknowledged and improvements are identified.
- Where appropriate marking/feedback is linked directly to learning targets.

Wherever possible, feedback takes place with the children. It offers guidance and informs the children of the extent in which the learning intentions have been met and suggests the next steps the children should take in their learning.

A whole school approach

In order to achieve a whole school approach, feedback methods are agreed and should be consistent across year groups and progressive over the child's time in the school (see appendix). Marking should be developmental and be consistently applied by all those working within the school, including support staff and supply teachers.

Methods and classroom practice

- **Oral Feedback (known as Verbal Feedback)**
- **Written feedback**

Oral feedback is very powerful and has maximum impact when pointing out successes and points for improvement against learning intentions. Oral feedback is usually interactive and developmental. It may also give reassurance or be used as a quick check on progress. This will be the main form of feedback given in EYFS.

Written feedback should be legible and clear. It should be developmental and give the child pointers to help them improve their work. Written feedback will take the form of the following:

- Acknowledgement marking where enough feedback has already taken place during the lesson.
- Shared whole class or group marking which will be led by the teacher and will involve children marking and self correcting their work.
- Peer or self-assessment against agreed success criteria. Part of the children's self-assessment, will be to complete a smiley face (KS1) or a RAG rating dot (KS2) next to the objective in their books. This gives the children an opportunity to think about how they feel they have progressed against that particular objective. Teachers can then carry out any follow up work needed with specific pupils.
- Quality distance marking where work will be marked away from the children and more thoroughly. It focuses on pointing out successes and improvements rather than marking every error. It will relate directly to the learning intention and success criteria for the lesson. This may be a written comment, a criteria grid or a sticker identifying how the child has met key aspects and how to improve.
- When written feedback is provided, time needs to be built into lessons/activity sessions for children to **reflect** on marking and **respond** to it – as children use a purple pen to complete this, we call it **“Purple Polishing”**. The ‘Purple Polishing’ will occur following a written comment or verbal feedback from the teacher. This will clearly show that discussion has already occurred. Any **‘self-editing’** that the children have completed **independently**, will be written using the same pen / pencil they usually use.
- Writing sessions should include time for giving children feedback, including reviewing their current target.
- Teachers should always mark that aspect of a pupil's work which relates to the planned learning intention. Spelling corrections should be limited to the words the child should know.
- Sensitivity should always be shown towards the children's work and their feelings about it and comments should be positive wherever possible. Developmental comments should be followed by a suggestion or reminder for improvement and may include an example.
- Marking should have an impact – the same comment should not be in evidence time and time again, as the child should have acted upon the advice.
- Just as we differentiate for each area of the curriculum, so we should differentiate our feedback/marking to meet the child's individual needs.

Improvement prompts may comprise of the following:

- Adding a word or a phrase
- Changing the text
- Justifying an idea
- Elaborating or extending

- Correcting
- Reminders or a change of punctuation
- Non-negotiables and target work

As children move through the school and their ability to respond to feedback increases, feedback will become less prescriptive and encourage greater independence in improving their work themselves. In this way, Purple Polishing truly becomes the child's own endeavours to improve.

EYFS

Marking in our EYFS classrooms will look different. The staff feedback to the children verbally, in the moment to make it relevant for the children. Staff will annotate feedback that has been given to the children and identify next steps that were shared with the children. Acknowledgement marking will also take place using ticks, a positive message or a sticker to acknowledge their hard work.

We make systematic observations and assessments of each child's achievements, interests and learning styles. These observations feed directly into assessment and planning to create a cohesive and efficient system where we plan relevant activities and opportunities for each child. Feedback is given to the child verbally and also shared with parents and carers. Each child has a Learning Journey, a Literacy book and a Maths book to record highlights of their learning journey over the year. Their Learning Journey is a shared document and parents and children are encouraged to make contributions.

Learning Journeys

A learning journey is a celebration of a child's achievements and interests during their time in Nursery and Reception and it shows the journey of a child's learning and development through carefully chosen, dated and sequenced:

- ☐ Observations (recorded on stickers/post it notes/focus children sheets)
- ☐ Annotated photographs
- ☐ Child initiated pieces of work
- ☐ Snapshots of significant achievements
- ☐ Quotes from the child
- ☐ Comments from the parents/carers

The entries into Learning Journeys will be dated and linked to the appropriate area of the EYFS in order to indicate a child's progress in their learning and development.

Marking symbols/abbreviations:

Widden Primary School - Marking Scheme.	
✓ ^c	Acknowledgement that a mistake has now been corrected and is right.
sp	Spelling error to correct.
CL	Something is wrong here e.g. a capital letter is needed or has been used incorrectly.
P	Something is wrong here e.g punctuation is missing or has been used incorrectly
	Green highlighting means Well done, this is a good example.
	Yellow highlighting means that this needs polishing.
///	A new paragraph is needed.
^	A word or phrase is missing.
VF	Verbal Feedback- your teacher will have talked to you about your writing.
I	Independent work
G	Guided work (initials to be written by supporting adult)
PW	Paired work

COVID-19 Appendix:

The global pandemic COVID-19 has significantly altered the normal practice in school and this is equally true of feedback and marking. It continues to be the case that children can only improve if they receive feedback on the work they have completed, however in line with our risk assessment, as proposed by GCC SHE Unit, it is essential to reduce the number of people handling books, work and resources and as such we have adjusted our feedback and marking practice.

During the global pandemic, **when school is open to all children** because the case numbers are relatively low and the R rate is below 1:

- Self-marking will be utilised more so that only the pupil touches their own work;
- Teachers will give verbal feedback for children to act upon from a safe distance, though we accept as does the government that this will not necessarily be from 2m away.
- When books/papers are physically marked they will be quarantined for 48hrs prior to staff handling them but staff will have washed their hands before and after touching the books;
- Staff have the option of using post-it notes for comments;
- TAs working with children needing 1:1 support will have access to a free standing Perspex screen which will sit on the table between them and enable them to give immediate verbal feedback to the child they are supporting;
- Homework will be set on SeeSaw. This means that children will not be bringing a book back and forth from home. This will be used to set daily tasks for any child who needs to self-isolate and we are ready should we need to close a bubble or close to all but Vulnerable and Key Worker Children if there is a further wave necessitating another national lockdown. Workbooks will be sent home which stay at home with all the log-in details and instructions. Staff will still give feedback and mark work submitted on SeeSaw for either homework or during a partial closure.

During a national lockdown, **when school is open only to vulnerable and key worker children** because the case numbers are relatively high and the R rate is over 1:

- All children at home will be taught online with their work set and marked each day by their class teacher via SeeSaw;
 - teachers will respond daily to each piece of work posted giving feedback as they would do at school, asking the children to address errors, make improvements and polish their work.
 - Parents should be mindful that teachers are teaching in class through the normal school day and will not be able to respond immediately or until their lunch break or at the end of the day. Parents should also be aware that teachers will not be expected to respond late at night or over the weekend;
 - There will be Vulnerable and Key Worker children bubbles in each class, covered by their class teacher or year group staff, enabling these children to access the same curriculum content as the online learning the rest of the year group are accessing at home;
 - Work will be marked in the same way as if school was open to all pupils, minimising the risk of transmission by the use of self-marking, verbal feedback and controlled written feedback after a period of quarantine and observing good hand hygiene.
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