

West Pennard C of E Primary School

# **Feedback and Marking Policy**

**September 2022**

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Review date:

September 2024

## **West Pennard CE VC School Marking and Feedback Policy 2022**

### **Our school vision...**

***'Since God so loved us, so we must love one another'  
(1 John 4 v11)***

***Valuing our Christian foundation, we care for each other and our world.***

***We develop resilience, confidence, creativity and independence through our innovative and diverse curriculum; inspiring and motivating everyone to thrive.***

***Our motto, 'To Try is to Triumph' and growing Christian Values, are central to all that we do.***

Our aim at West Pennard Primary CofE School is to ensure that all children have their work marked (or are given feedback) in such a way that it improves their learning, develops self-confidence, raises self-esteem and provides opportunities for self-assessment. Our feedback policy promotes and exemplifies the principles of effective feedback given by EEF.

### **Aims**

- At West Pennard we aim to value each child as an individual so that they can develop their potential through an active role in their own learning.
- Provide consistency and continuity in marking throughout the school so that children have a clear understanding of teacher expectations.
- Use the marking system as a tool for formative ongoing assessment.
- Improve standards by encouraging children to give their best and improve on their last piece of work.
- Develop children's self-esteem through praise and valuing their achievements.
- Create a dialogue which will aid progression.

### **Principles**

- To communicate regularly with children about their individual progress.
- To inform the next step in a child's learning.
- To assist children by setting clear targets to focus on aspects of their work which need further development.
- To motivate children to further effort by raising or celebrating current achievements and raising self-esteem.
- To provide teachers with feedback of how well the children have understood the current work.
- To enable teachers to plan the next step in teaching and learning.
- To help teachers to monitor children's progress and to diagnose what has not been understood to assist in forward planning.
- To enable the teacher to make judgements about pupils' attainments particularly relating to teacher assessments within the National Curriculum.
- To inform individual, class and whole school assessment and planning.

- To promote high quality work.
- To develop clarity of purpose.
- To evaluate quality of teaching and learning.
- To encourage reflection and self-improvement.
- To identify if work has errors which children need to correct or if there are misconceptions which need to be addressed by teachers.
- To provide opportunities for questioning which deepens children's learning.

### **Guiding Principles for our choice of marking**

#### **Feedback (some of this guidance was taken from recommendations from the EEF)**

Before providing feedback, teachers should provide high quality instruction, including the use of formative assessment strategies. High quality initial instruction will reduce the work that feedback needs to do; formative assessment strategies are required to set learning intentions (which feedback will aim towards) and to assess learning gaps (which feedback will address.)

Feedback should focus on moving learning forward, targeting the specific learning gaps that pupils exhibit. Specifically, high quality feedback may focus on the task, subject and self-regulation strategies. Feedback that focuses on a learner's personal characteristics or feedback that offers only general and vague remarks, is less likely to be effective. At West Pennard, we want to ensure the feedback and marking we give follows these main principles.

#### **Verbal/Oral Feedback**

Research shows that verbal feedback is the most powerful form of feedback and has maximum impact when pointing out successes and improvements against learning objectives and success criteria. It is interactive and developmental. It may give reassurance or a check on progress during a lesson or may be in the form of a learning review in a plenary session. Verbal methods can improve pupil attainment and may be more time efficient when compared to some forms of written feedback. (EEF)

Teachers should provide opportunities for pupils to use feedback. Only then will the feedback loop be closed so that pupil learning can progress (EEF)

Where work has been verbally discussed, indicate this with V - verbal feedback has been given. V is where you give feedback while the child is working and makes an instant difference, thus putting VF on the line/ during the sentence/ in their work.

#### **Written Feedback**

- Written methods of feedback, including written comments, marks and score can improve pupil attainment; however, the effects of written feedback can vary. (EEF)

- Written feedback is only effective if it follows high quality foundation, is timed appropriately, focuses on the task, subject, and/or self-regulation and is then used by pupils. (EEF)

### **Learning Objectives – taken from the EEF**

Establishing and sharing the learning objective provides the teacher and pupil with a shared understanding of the concept of quality that they are aiming for. Feedback can then be used to move pupils towards this concept.

Learning objectives should be recorded on each piece of work (apart from art books). The learning objective should link directly to the thematic enquiry questions in humanities and medium-term planning for all other subjects. They should use the format:

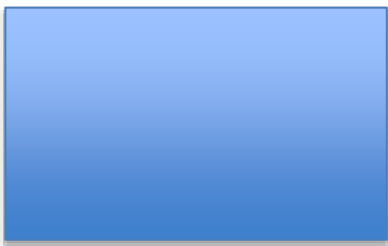
L.O – To compare ...

EYFS – Only adult guided tasks need to be labelled with appropriate information linked to assessment outcomes.

Label for Guided Adult Tasks in EYFS



KS1 – Adults will be expected to label work with L.O for most children. At the end of Year 2, children should be expected to write their own L.O (unless there is a learning need identified where this would not be possible). Support staff should help write this.



KS2 – All children are expected to write their own L.O (unless there is a learning need identified where this would not be possible). Support staff should help write this.

### **English Books**

#### **What do they look like?**

Each book in 1 - 6 to consist of:

- Copy of marking symbols relevant to the key stage – inside cover
- Presentation piece of work based on whole school theme (setting the standard for handwriting)

- Clear writing process following planning format
- 6 assessment writes (1 per half term)- added to new writing assessment books

<b>Assessment Writes for all year groups including EYFS</b>	
<b>Autumn 1</b>	Diary/Recount
<b>Autumn 2</b>	Narrative Story
<b>Spring 1</b>	Information Page/Non-Chronological Report
<b>Spring 2</b>	Persuasive
<b>Summer 1</b>	Narrative Story
<b>Summer 2</b>	Instructions

The above assessment pieces will be used to moderate the standards across year groups and ensure a clear progression of skills.

<b>Year Group</b>	<b>Presentation Expectation</b>
<b>EYFS</b>	
<b>Writing Books</b>	<ul style="list-style-type: none"> <li>• Labelled teacher led activities</li> <li>• No written feedback required as not appropriate</li> </ul>
<b>1</b>	
<b>Writing Books/Grammar/Spelling</b>	<ul style="list-style-type: none"> <li>• Long date and Learning Objective written by the teacher or printed</li> </ul>
<b>Topic Writing in Humanities</b>	<ul style="list-style-type: none"> <li>• Long date and LO printed on the activity sheet</li> <li>• A date and LO is not required on published work</li> </ul>
<b>2</b>	
<b>Writing Books Grammar/Spelling</b>	<ul style="list-style-type: none"> <li>• Top line left clear</li> <li>• Long date</li> <li>• By the end of the year children write their own learning objectives</li> <li>• Both of the above underlined in pencil using a ruler</li> <li>• Success criteria where appropriate for extended writing</li> </ul>
<b>Topic Writing</b>	<ul style="list-style-type: none"> <li>• Long date and LO printed on the activity sheet</li> <li>• A date and LO is not required on published work</li> </ul>
<b>3 - 6</b>	
<b>Writing Books</b>	<ul style="list-style-type: none"> <li>• Top line left clear</li> <li>• Long date</li> <li>• Learning Objective</li> <li>• Both of the above underlined in pencil using a ruler</li> <li>• Success criteria where appropriate for extended writing</li> </ul>

<b>Grammar/Spelling</b>	<ul style="list-style-type: none"> <li>• Top line left</li> <li>• Short date</li> <li>• Learning Objective for grammar and punctuation activities</li> <li>• Both of the above underlined in pencil using a ruler</li> <li>• If a sheet is being used and stuck in book date and learning objective to be visible</li> <li>• Spelling to should be marked at</li> </ul>
<b>Topic Writing</b>	<ul style="list-style-type: none"> <li>• Long date and LO printed on the activity sheet</li> <li>• A date and LO is not required on published work</li> </ul>

## Spelling

At the start of the year all children to be tested on the Key Stage words which they should know based on their year group expectations and their previous assessment data. These should be recorded clearly in each child's planner. These should be updated and check by teacher every half term. These spelling will be included in weekly spelling tests (one or two per week).

## What does marking look like in English?

<b>Writing Process Stage</b>	<b>Marking</b>
Shared Experience or Guided Activity	<ul style="list-style-type: none"> <li>• Tick mark</li> <li>• Praise</li> <li>• No written comment</li> </ul>
Identifying the features	<ul style="list-style-type: none"> <li>• Pupil and Teacher Checklist</li> <li>• No written comment</li> </ul>
Grammar	<ul style="list-style-type: none"> <li>• Tick Mark</li> <li>• Purple up-leveling (highlight) and child to edit next step (only for children who not achieved the LO)</li> <li>• Spelling or grammar correction where needed</li> </ul>
Shared Write	<ul style="list-style-type: none"> <li>• Tick Mark</li> <li>• No written comment</li> <li>• Spelling or grammar correction where needed</li> </ul>
Independent	<ul style="list-style-type: none"> <li>• Pupil and Teacher Checklist on Success Criteria/self-assessment grid</li> <li>• Praise comment and next step at the bottom of the piece of work (written comment)</li> <li>• Add to insight tracker</li> <li>• Choose three spelling or punctuation marks to correct</li> </ul>
Publish (optional writing process stage)	<ul style="list-style-type: none"> <li>• Tick Mark</li> <li>• No written comment</li> </ul>

Across ALL writing praise will be given in the following ways:

- 1/2/3 ticks depending upon outcomes

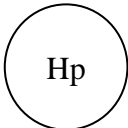
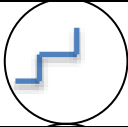
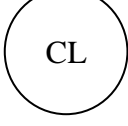
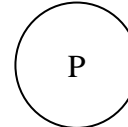
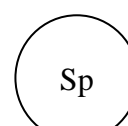


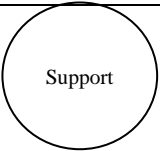
- House Points
- Stickers (KS1)

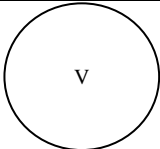
## Marking Codes English and Topic Lessons

Marking Codes for Teachers and Teaching Assistants

Marking should be in the margin to support editing rather than showing children the answer

- All children should write in pencil or **BLUE** pen
- All adults to mark in **GREEN** pen
- Children who are editing or marking their work should use **PURPLE** pen


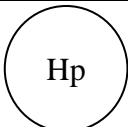
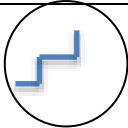

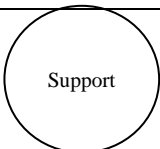
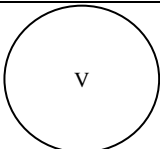
Symbol	Used for
✓      ✓   ✓      ✓   ✓   ✓	<p>Tick Mark</p> <p>1 – emerging</p> <p>2 – expected</p> <p>3 – exceeding</p> <p>(This should be linked to the LO of the lesson)</p> <p>Ticks should be in the margin next to the L.O.</p>
	House Point
	What is your next step?
	<p>Capital Letters</p> <p>Have you used capital letters correctly?</p>
	<p>Punctuation</p> <p>Have you used the correct punctuation mark?</p>
	<p>Spelling</p> <p>Look again at the spelling.</p>
<p>Purple Highlighter (to support editing by child)</p> 	<p>Up Level</p> <p>Can you improve this part of your work?</p>
	<p>New Paragraph</p> <p>You need a new paragraph.</p>
	<p>With Support</p> <p>You completed this work with an adult helping.</p> <p>Please indicate what has been supported by TA (or teacher).</p> <p>Independent work needs no mark.</p>

	<p>Verbal Feedback</p> <p>Your teacher spoke to you about this work.</p>
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## Marking Codes Maths

### Marking Codes for Teachers and Teaching Assistants

- All children should write in pencil
- All adults to mark in **GREEN** pen
- Children who are editing or marking their work should use **PURPLE** pen

Symbol	Used for
	<p>Tick Mark</p> <p>1 – emerging</p> <p>2 – expected</p> <p>3 – exceeding</p> <p>(This should be linked to the LO of the lesson) Ticks should be in the margin next to the L.O.</p>
	House Point
	What is your next step?
<p>Purple Highlighter (to support editing by child)</p> 	<p>Challenge/improve</p> <p>Can you improve this part of your work?</p>
	<p>With Support</p> <p>You completed this work with an adult helping.</p> <p>Please indicate what has been supported by TA (or teacher).</p> <p>Independent work needs no mark.</p>
	<p>Verbal Feedback</p> <p>Your teacher spoke to you about this work.</p>



### **What our books look like**

Each book in Year 1-6 to consist of:

- A copy of marking symbols relevant to the key stage – stuck on the first page
- The learning process for each topic from fluency to reasoning and problem solving with the focus on depth of understanding to challenge pupils

### **Maths Marking and Corrections**

- Where possible verbal feedback will be given during the lesson
- Correct answers will be marked with a tick
- If children mark their own work or their peers work, they will use purple pen and follow the same symbols used for correct and correction
- At the end of a piece of work, the teacher will tick the learning objective to show the child's level of achievement against the objective