



MARKING AND FEEDBACK POLICY

Through marking, we encourage, challenge, reward and motivate our children. Marking is an essential and powerful tool in the promotion and achievement of high standards. Feedback and marking provides constructive feedback to every child focusing on success and improvement needs against learning objectives; enabling children to become reflective learners and helping them close the gap between current and desired performance. It guides them in the next steps of their learning, setting targets for further improvement.

Principles

At Four Lanes Community Junior School marking and feedback:-

- Always refers to the Learning objective (WALT) and success criteria (WILF)
- Gives children the opportunity to become aware and reflect on their learning needs
- Recognises and rewards achievement and effort
- Is positive, encouraging and challenging
- Responds to individual learning needs, reflecting the ability and needs of the child
- Informs future planning and target setting; meeting the needs of individuals and groups
- Should be manageable for teachers
- Involves Learning Support Assistants working with the children
- Involves children in the process, involving face-to-face feedback and reflection wherever possible
- Allows specific time for children to read, reflect and respond to marking
- May be verbal or written
- Is undertaken promptly so that feedback is most effective

Practice

Oral Feedback

1. This will usually take place within a lesson. The adults' comments should focus firstly on issues from the WALT/WILF and then on other features.

Quality Marking

2. The majority, but not all marking will be 'quality marked'. Teachers will decide which pieces of work will simply be acknowledged and which will be given detailed attention.
3. Wherever the task is open or narrative, feedback should focus first and foremost on the success against the learning objective of the task and the improvement needs against the objective ('Big Picture' marking).
4. The focused comment should help the child 'close the gap' between what they have achieved and what they could have achieved. (Eg. Could you say more about...?)
5. A marking code is followed (see below). This saves time and makes feedback more accessible to the child.

Big Write Marking

1. Initially teachers will mark the non-negotiables (NN) on a post-it and stick this in the child's book.
2. Children then edit their work against the non-negotiables and features of the text type.
3. A highlighter pen is then used to show where the child has best met the WILF or amazed the teacher. At the end of the work the teacher will write a 'next step' comment explaining where improvement could be made or the next step in learning.
4. Child uses the next step comment and writes it on a post-it to refer to in their work the following week.

Secretarial Features

- Spelling, punctuation and grammar will not be always be addressed in marking because children cannot focus effectively on too many things in one space of time. When work is finished children are asked to check things that they know should be correct when they read it through. They will not be told to correct all spellings as they are likely to write further misspellings or waste time looking words up.
- The teacher may give a small number of significant spellings (approximately three they should know) for children to copy at least three times at the end of the piece of work.
- Feedback is only given about those things that teachers have asked them to pay attention to. This means that in any given piece of work some aspects of writing may be unmarked but will be covered over time.

Self-evaluation and Paired marking

- Children must self-evaluate wherever possible. They use WILF from the lesson to do this. Plenaries may be used to focus on this process as a way of analysing the learning.
- Self- assessment ideas are displayed in the classroom to be used as a learning statement at the end of the lesson.
- Children are trained to self and peer mark, through modelling and practice. Sometimes 'two stars and a wish' strategy will be used for this at other times 'tickled pink' where children underline in a coloured pencil those things that they feel have been done well. Then they will suggest ways to improve.
- Pairings are random with two children of different abilities working together. A dialogue should be encouraged rather than taking turns to be the 'teacher'. This helps children understand what they need to improve.

Shared Marking

- This is used as a way of modelling the marking process. A piece of work from a child (usually in another class) is displayed. The class then mark this together using the criteria set (WILF).

Organisation and further guidelines

- Marking will be completed in a colour other than that used by the child.
- Whenever work has been marked away from the child, time must be given for children to read and make one focussed improvement based on the improvement suggestion. This is essential if children are to move on in their learning.
- Five to ten minutes is given at the beginning of each day for children to read and respond to comments written by the teacher. This is completed in a different colour from that used by the teacher and the child's original work.
- Where possible children are encouraged to self-mark so that they can understand where and why they need to make improvements.
- Children always need to have some feedback about their work but flexibility is important depending on the nature of the task and time available.
- Marking may be written, verbal or take the form of a score e.g. 9/10
- The agreed marking code is used consistently and appropriately for each child.
- Any marks or comments on children's work must be neat and legible. Spellings must also be correct.
- Display work will not generally be marked although it should reflect the highest possible quality for each child.
- The use of rewards is an integral part of the marking process at Four Lanes. This may include Wow Book entries, sharing work with the class or another teacher, a note in their Home-link Book and stampers/stickers.
- Work in all subjects is marked regularly and consistently including homework. Homework projects must be acknowledged with a sticker in the Home-link Book: 'I'm impressed by...' Children then write: 'I am proud of...If I did it again I would...'

Presentation

We have clear presentation guidelines that are displayed in the classroom.

- ✓ A high standard of handwriting and presentation is expected from the children at all times, including on the covers of books.
- ✓ Children must write the long date in their English books but can write the short date in their Maths books.
- ✓ Writing books that do not have a pre-drawn margin, must have a margin drawn using a ruler and pencil.
- ✓ Maths books must have a margin drawn 2 squares wide. When completing certain calculations, there must also be a middle margin drawn.
- ✓ Children use pencil to write when in Year 3. They can then earn their 'Pen Licence'. In the upper school all writing is completed with a handwriting pen. No biros are allowed.

Approved by Governors: 22/10/15

Revised by SLT: 11.7.16

This policy must be read by staff in conjunction with Four Lanes Community Junior School's 'Assessment for Learning' booklet

Marking Code

O In Maths this shows where working out is incorrect

_____ To show a spelling mistake

/ Leave a space

// Start a new paragraph

^ Word or words left out

~~~~~ Wavy underline to show grammatical error

\* 'Close the gap' prompt or next step

? Work doesn't make sense

**NB:** These markings for English 'Big Write' will go in the margin on the line with the error in it so self-editing can take place.

**C/T** Class teachers/LSAs initial where feedback has taken place. For supply teachers they will initial and write 'supply'

**S** Supported work

**D** Work discussed

**P** Prompt

**G** Guided work

**F** Focus group

**NN** Non-negotiables

## Self/peer Assessment

A number of different strategies are used including:

**Tickled Pink** Children to underline in pencil evidence to show where work shows they have achieved the WILF.

**GM** Learning Powers. Children should circle which learning powers they are using at the bottom of the WILF.

**ALL YEARS** A brief statement to indicate how far they have achieved the WILF.

**\*\* wish** To show two things that they have done well and one area for improvement .

**Working Box**

A brief comment about what tools/ strategies I've used to help me.

**A copy of this marking code will be displayed in each classroom.**