

WHITEHILLS PRIMARY SCHOOL

"...putting children first..."



MARKING AND FEEDBACK POLICY

Date reviewed: September 2018

Reviewed by: Headteacher

Ratified by Governors: October 2018

Marking and Feedback Policy

“The most powerful single moderator that enhances achievement is feedback”

John Hattie

“...the impact of feedback is 124 times more cost effective than reducing class sizes” Higgins/Sutton Trust Report

As a school, we see the greatest impact when we agree, adopt and maintain a consistent approach which is age and ability appropriate. At Whitehills Primary School, we believe that pupils' self-esteem and resilience will develop through positive yet challenging feedback. As a result, this will accelerate progress. For this reason, all marking and feedback is underpinned by this policy which all pupils and staff follow on a day to day basis.

Quality feedback includes:

- Verbal feedback
- Teacher Assessment
- Self-Assessment
- Peer Assessment

Self and Peer Assessment may be interchangeable dependent on the sessions taught and should be at least once per week at key stage 2.

Verbal feedback

Verbal feedback and dialogue should be embedded within every session. It should be specific to the success criteria and should identify both positives and next steps so that the child has a clear understanding of how to move their learning forward. Every pupil should receive verbal feedback on a regular basis. When this is given, a 'VF' will be recorded next to the piece of learning. During learning walks, pupils will be expected to discuss such feedback and how they are improving their written work.

English feedback and assessment

All English/topic work should identify key corrections for the pupil to then go back and edit according to this. In Year 6, marking should be more generalised so children can identify and edit their work independently. Time should be given to complete this. These developments should be linked to the specific year group with a focus on the following aspects, using the codes which are in the front of children's topic and maths books. Where children have edited their own work, it must be in green pencil or in green pen. Within the EYFS, marking is an individualised process, whereby pupils are given immediate feedback which they then respond to as part of their lesson.

- Grammar
- Punctuation
- Spelling
- Sentence structure
- Exciting vocabulary
- Paragraphs

Where it is required, teachers should comment on the presentation of work to ensure that pupils understand the importance of presenting their work to a high standard and

evidence of Kinetic Letters should be apparent. Children should not be encouraged to use finger spaces but letter spaces as this will prevent larger gaps between words as they progress through school.

Self-Assessment (SA)

In key stage 1 pupils should be taught to self-assess in a meaningful way, against the steps to success. By the end of Year 2, the pupils should be able to self-assess regularly. By the end of key stage 2, pupils will self-assess a minimum of two times per week in English/topic. All self-assessment should be moderated by the class teacher, using a light touch mark to either agree or alter the self-assessment.

To self-assess, the pupils should tick the steps to success / success criteria (using green pencil/pen) which they feel they have achieved and find evidence of this in their work, which they also underline neatly in green pencil using a ruler.

Peer Assessment

In key stage 1 pupils should be taught to peer-assess regularly in English and maths. Again, all peer assessment should be moderated by the class teacher, using a light touch mark to either agree or alter the assessment. Peer assessment should follow the same procedure self-assessment. The pupil should initial their peer assessment to identify who has assessed the work.

Maths

All calculations should be marked correct or incorrect, using ticks or dots for errors. In every lesson the learning objectives should then, either be ticked or highlighted green (where they have been achieved).

Self-assessment may be completed by the pupils, using the traffic light system, as pupils benefit from marking their own work. However, this should then be further assessed and agreed by the adult. The pupils should then, correct any mistakes in green pencil/pen at the next available opportunity.

It is important for teachers to distinguish between a pupil's simple slip and an error that reflects a lack of understanding. Where a pupil makes a simple slip, it would be enough for the pupil to make the correction.

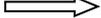
If there is a lack of understanding and clear misconceptions, the teacher should initially identify where the misconceptions exist and address these within the rapid teacher-led same-day intervention (guided group work). Within the marking, further clarification should be detailed as to how the child can move their learning forward and their next step. It may also be the case that the teacher re-models the calculation to show the correct method.

Marking codes for EYFS, KS1 and KS2 should be displayed within the classroom and in books.

Key stage 2

IW independent work	// new paragraph
PT partner teach	NS next steps
WS with support	○ incorrect
GW guided work	^ missing word
VF verbal feedback	HP house point awarded
PA peer assessment	___ spelling error (3/4)
LO met ✓	Sp spelling error (5/6)

Key stage 1

IW independent work	VF verbal feedback
WS with support (1:1)	○ incorrect
GW guided work	HP house point awarded
PT partner teach	Sp spelling error
Next steps 	LS letter space