

The Boston Witham Academies Federation



Feedback and Marking Policy for Learning

Purpose of the policy

The purpose of this policy is to make explicit how staff will mark and provide useful feedback on children's work. We believe that marking and feedback should be accessible to the children whilst being manageable for the staff. Sharing feedback is regarded as a two way activity and we aim to encourage dialogue (written or verbal) in order for children's learning to be developed. It is important that all staff are familiar with the policy and that it is applied consistently.

Marking and feedback will:

- take place at the earliest opportunity, particularly if the next lesson builds on what has been taught.
- provide clear specific feedback to the children, relating to the learning intention, curricular targets and success criteria
- praise achievement, but also provide clear advice and strategies for improvement and next steps for learning so that children understand their achievement and know what to do next in order to progress
- inform future planning and group/ individual target setting
- be consistent across the school
- allow specific time for children to read, reflect and respond to the marking, acting on improvements and next steps

How will marking and feedback be given?

- Marking and feedback will need to be given in a variety of different ways depending on the type of learning taking place, the age of the child and individual children's needs.
- Work in books will be marked with written feedback being provided, though at other times, verbal feedback may be more suitable. E.g. where younger children cannot read lengthy comments, or where you have worked with a group of children closely in the lesson. In the children's books 'V' is acceptable when working with a child or a group with no annotation (explaining what has been discussed) where a discussion has taken place about the child/ children's work. Where support has then been given in the next question, then 'S' can also be used. See example in appendix. A 'V' can be used when the work has been marked with the child in the lesson.
- Where a large amount of adult input has been given in the lesson the work will be ticked and/ or initialled and the use of 'S' for supported will be identified clearly next to work. Where appropriate a stamp maybe used.

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- Children will also be given the opportunity to assess their own and others' work and provide feedback to one another through peer assessment.

For writing tasks that the children complete emphasis in marking will be focused on the success criteria and against the learning intention. It will identify successes (through the use of a bubble) within a piece of work and will offer next steps to encourage further progress when required. In longer writing tasks adults will identify successes by placing a bubble in the margin on the line where the word or phrase is written and will write a short word to explain what the success is. E.g conjunction.

Maths work will be marked using ticks (every single calculation) to show when work is correct. Where a misconception is made the symbol © will be used to indicate that a correction needs to be made in the time given for the child to reflect on that piece of work.

Bubbles, first and foremost, should comment on the successes of the child in that particular piece of work. Bubbles are not needed to explain in greater depth why a child has been successful through the use of a listed success criteria. Good presentation is expected and may be commented on after the learning intention and next steps for learning have been addressed.

Next steps will be identified with a star at the end of a piece of work where an improvement / challenge needs to occur. Examples of stars could be: spelling x 3 or 5, question to answer, task to complete or corrections.

Written feedback will:

- be marked in **green** by class teachers and **purple** by support staff and trainee teachers
- supply teachers will mark in **blue** and will also initial their marking. **Pink** for cover supervisors.
- make use of the marking symbols agreed by the school (see appendix for the list of symbols to be used)
- Offer examples and suggestions of what next steps and improvements could look like in order to assist the child with their progress and improvements.

Verbal feedback

At Wygate Park, we recognise the importance of children receiving regular oral feedback. Children of all ages need verbal feedback from time to time but this is particularly effective in the early years and KS1, where children may be unable to read written comments. The adult will initially talk to the child about how they have met the learning intention and the success criteria and then discuss a specific part of the work with them. This may be to correct a child's understanding or to extend their learning. When verbal feedback has been given the work will be annotated with V. Adults should use this opportunity to record any comments the child has made about their learning particularly with reference to next steps or improvements that they feel they could make.

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Self marking/paired marking – Peer Assessment

When possible, children will be given the opportunity to self/ peer mark their work against the learning intention and the success criteria. In order for this to be effective, teachers will model the marking process at regular intervals and support this with written prompts and checklists for success criteria which will be referred to when marking. Adults will remind children of the symbols that are used throughout the school. (Marking symbols should be clearly displayed in every classroom) Children will identify their successes using a pink pencil crayon. In KS1, children will begin to identify where they have met the success criteria by drawing a neat bubble over the phrase or by neatly underlining the sentence. Self-marking will become more apparent in KS2 and children will identify their successes using a pink pencil crayon. Children will begin to identify where they have met the success criteria by drawing a neat bubble over the phrase or by neatly underlining the sentence. Where an improvement is to be made this will be identified using a green pencil crayon and children will mark a star within the work where an improvement is to be made. Improvements will then be made at the bottom of the page at the end of the work using their usual writing equipment, not coloured pencil. (see appendix for examples)

Where a child has peer assessed work, they must follow the same marking guidance for identifying successes and next steps but comments will not be written in books, these can be made on post it notes for their peers to read and then they can be removed from their books.

In the Autumn term, most children in Year 1, will write the short date in Maths and long date in English. The Learning intention in both lessons will be written and neatly underlined. Children across KS1 and KS2 will be trained to self-assess their work, using a:

tick ✓ for *I understood,*

? for *I'm not sure*

- *I didn't understand*

These will be written next to the learning intention, where the teachers will use the same system to respond to the children's work.

Reflection time and Follow up

All children will be given time to read the feedback that has been given in their work and to make their response and improvement. During "target time", when children enter the school from 8:40am, the children will move to their books and write the date and learning intention for that lesson. They will then respond to any feedback or challenge that has been set. If no challenge is in their books, children will move on to the morning "thinking task" that will be set by the teacher.

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During this time, children may be working with the teacher or TA on specific learning targets. The same procedure will be followed in the core learning lesson after play.

Adults must always acknowledge / respond to children's improvements at the next available opportunity.

Appendix:

Marking symbols that we use at Wygate:

I = independent work

S = supported work

V = verbal feedback given (don't forget to comment or annotate especially in KS1)

© = correction needed

sp = spelling

* = improvement suggestion/ prompt (related to next steps)



I like. Evidence of meeting the learning intention / success criteria.