



Federation of Wellow and Awbridge Marking and Feedback to children Policy

Principles

Providing children with effective feedback in relation to their learning is an essential contributor to their making progress. As such, the following principles are adhered to by teaching and teaching support staff:

All feedback should be constructive and sensitive, bearing in mind that it is intended to support the child's learning.

All staff will use feedback, be it verbal or written, to communicate a child's performance against a clearly identified learning intention. The agreed marking code will be used to communicate to children when verbal feedback is not possible. Posters displaying the marking code will be visible in every classroom.

When responding to children's work staff will:

- Give feedback whether verbal, in writing or in other forms related to the learning outcome set at the start of the lesson and share criteria for assessment with the children using L.O and success criteria.
- Feedback will identify successes and points for development using the two stars and a wish (Steps) approach when marking writing.
- Give positively phrased feedback and mark sensitively and selectively bearing in mind that all comments are intended to support children's learning
- Feedback must be clear and appropriate to the child's stage of learning and ability e.g. a child must be able to read and make sense of written feedback if this is given (if verbal feedback is given in connection with a piece of work then the abbreviation VF will be written alongside the written comment and initialled the teacher/LSA)
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- Feedback should be prompt eg next day so that time elapse does not reduce effectiveness
- ensure that time is set aside within lessons for children to be able to read and respond (in green pen)to guidance offered by marking.
- Lessons should include opportunities for ongoing feedback in relation to the learning outcomes eg during the lesson and/or plenaries – e.g. good examples are highlighted during a lesson to promote children's achievement of success criteria



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- provide opportunities for children to make judgements about their own work based on sound criteria,
- use marking ladders to enable children to evaluate their own writing,
- use agreed self-evaluation processes such as the 1-5 scale and 'prove it partners'
- Model DUMTUMS on whiteboard and other work presented to children
- work with response partners to mark each other's work,
- make ticks and comments clear but unobtrusive so that they do not detract from the children's work,
- ensure that handwritten comments set a good example of presentation,
- reward excellence and encourage good progress, for example, by sending children to the EHT & HoS as an accolade of success,

Management

The following guidance is offered to ensure time spent on assessing and marking is used efficiently:

- use the school marking codes,
- use whiteboards for tasks such as drafting and response partner work,
- mark work with children where possible,
- build marking into guided group work,
- consider which tasks the children can mark themselves or be marked by a response partner,
- when planning ensure there is a balance between work which requires detailed marking and work which requires only brief marking,
- if there is a common issue regarding a piece of work, feedback to the entire class, rather than writing the same detailed comment over and over again,



- use Learning Support Assistants to mark where appropriate, for example work produced by a group under their guidance, and provided it is within their contracted hours,
- do not mark work that is to be displayed in extra detail – it should be the children’s best effort – not yours,
- ask children to initial or respond to comments made by the teacher to show they have read them.

A shared approach to marking against learning outcomes

1. Showing Success

The marker finds examples in the child’s work that link best with the learning outcomes and indicates these (avoiding text).

2. Indicating Improvement

The marker uses steps to indicate precisely where on the work improvement could be made (avoiding text).

3. Giving an improvement suggestion

The marker writes down or asks for an improvement suggestion to help the child know how to make the specific improvement. There are three types of improvement prompt, each linked to an area of improvement:

- Reminder (reminding the child of the success criteria)
- Scaffold (modelling what the child needs to do to clarify the success criteria)
- Example (eg providing examples that demonstrate progression in standards)

These prompts are sometimes given verbally straight away as appropriate.

4. Making the improvement

An appropriate amount of time is provided for children to read/note their successes and the improvement suggestion and act on this as required. This time, nominally up to 10 minutes, is also used by the teacher and LSAs to support any children for whom written feedback is not accessible.



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Targets

Each child will own their own 'target card', where targets for Writing and Maths as well as personal targets are recorded.

Reading targets are assigned to a group.

Pre-determined targets follow a progression through the levels and match AFs in English and Maths Mountain targets for maths. Personal targets are set by the children WITH an adult.

Each target card has a space for a 'sticker' with the pre-written target.

Evidence of meeting the target must be seen by the teach on separate occasions. Each time it should be dated on the target card.

For older children, they will identify the piece of work or area which 'proves' the target with a star in the margin. This directs the teacher to the appropriate evidence!

New targets are assigned as and when necessary.

Targets are shared with parents through learning plans and feedback and parents evenings.