



# **MARKING & FEEDBACK POLICY**

**APPROVED: SEPTEMBER 2019**

**REVIEW: SEPTEMBER 2021**

## **1. Introduction**

At Waterside Primary Academy, we see the greatest impact when we agree, adopt and maintain a consistent approach which is age and ability appropriate. 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 across the course of a week dependent on the sessions taught.

Feedback is a positive communication based on learning intentions and success criteria. It can be verbal, written, pictorial or signals and could be from teacher to child, child to teacher or child to child. Written feedback may take the form of Acknowledgement Marking or Quality Marking. Quality marking is linked to the Learning Objective and Success Criteria. It provides positive comments on what has been completed and provides developmental points ('next steps') for improvement.

## **2. Aims**

- show children that we value their work, encourage them to do the same and celebrate their achievements
- let pupils know the extent to which they have met the learning intention and success criteria
- evidence clearly how far children have come in their learning journey and clarify what their next steps are
- promote self-assessment and self-editing, whereby pupils critically evaluate their own learning and are proactive in improving their work
- promote peer-assessment, whereby children collaborate to evaluate and improve the work of others and thereby enhance their ability to evaluate their own work
- provide a basis both for summative and formative assessment
- provide on-going assessment, which informs future lesson-planning
- demonstrate clear, measurable progress and individual/class attainment against national age-related expectations.

### **3. Verbal feedback**

It is recognised that verbal feedback and dialogue are vital tools in raising achievement and should be embedded within every session. It must be given in a calm, uninterrupted environment where the children feel secure. At Waterside, verbal feedback is varied and tailored to the individual child or group of children. Verbal feedback is adapted based on an adult's understanding of each child as an individual. Verbal feedback is a dialogue, using appropriate language and questions, with children having the opportunity to reflect and respond. Verbal feedback is usually given while the child is working or at the end of a piece of work in any subject.

There is a consistent approach to all forms of verbal feedback from all staff in that it is specific and feedback focuses primarily on issues linked to the learning intentions and secondly, as a lower priority, about other issues or features of the work.

It is acknowledged on a child's work if verbal feedback has been given with the symbol **V**. During learning walks, pupils will be expected to discuss such feedback and how they are improving their written work.

### **4. Self & Peer Assessment**

After each piece of extended writing, pupils will be given the opportunity to self and peer assess. Children will be encouraged to go back and improve their work, taking into account anything that they, or their partner, have identified is missing from their work, e.g. putting in missing fronted adverbials.

As part of self and peer assessment, strengths and next steps (relating to the success criteria) will be explicitly referred to in a summative statement below the piece of writing. This helps the children to self-reflect at each step of the learning process. This will also be used informally in other lessons.

Colour Schemes:

**Self-Assessment – Blue**

**Peer-Assessment - Purple**

### **5. Written Feedback**

On some pieces of writing, quality self & peer assessment (along with whole class verbal feedback), will be sufficient to enable children to take the next steps. Therefore, adult marking will be unnecessary.

All written feedback should be done in green pen. The marking symbols and the green, pink and gold/yellow should be used to identify and draw a child's attention to what they have done well and what they may need to correct. The pupils complete any corrections with their self-assessment pen.

When adult marking does take place, it will be using pink, green and gold/yellow highlighters, against the learning intention or success criteria.

**Green** = 'Green for Growth' for areas of development.

**Pink** = 'Perfect Pink' for areas of strength.

**Gold/Yellow** = Mastery

Whilst reading a child's work, an adult will highlight their writing, using pink, green or gold/yellow, and also highlight the success criteria to indicate success. Where a child has not achieved one of the steps, this will be highlighted pink. The child knows that this is their 'Next Step' – to turn their think pink into a great green. Where possible, the adult marking will indicate, (e.g. using the number of the step), where the child has failed to meet this Step so that the feedback is as specific as possible.

It is an expectation that pupils will respond to the adult marking by improving their own work in D.I.R.T (Dedicated Improvement & Reflection Time).

## 6. Marking Symbols

**V** Means your teacher has talked to you about your work

**I** Independent work

**S** Supported by an adult

**HP** House point

✓ Your answer is correct

. Your answer is incorrect – check your answer

## 7. Developmental Feedback

Teacher highlighting and comments are used to show children how their work could be improved through either revisiting, practising or applying what they have learnt. These may take the form of for example:

- Reminder prompts what else could you say here?
- Scaffold prompts describe the expression on the man's face
- Example prompts eg choose one of these or use your own: the man's mouth fell open in surprise.

After quality marking, children are given the appropriate time to respond and make the necessary improvements to their work. On occasions, developmental comments may be given verbally.

## 8. Learning Objectives

At the end of every lesson, children assess their learning against the learning intention using 'faces' -



After every lesson in all subjects, staff will also assess children's achievement in relationship to the learning intention. This will be done using the same colour system as above with the 'LI:' highlighted green, pink or gold. Learning intentions will be specific and skills-based.

e.g. LO: to identify place value to 1,000.

This indicates that the child has achieved the LO.

## 9. Further Guidance

### *English*

All English work should identify key corrections for the pupil to then go back and edit according to this. This should occur during Dedicated Improvement and Reflection Time (D.I.R.T). These developments should be linked to the Learning Journey Maps for the specific year group with a focus on the following aspects:

- Grammar
- Punctuation
- Spelling
- Sentence Structure
- Exciting Vocabulary
- Paragraph

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.

In addition:

- Spelling errors are corrected as appropriate to the task. Sometimes it is the high frequency words that pupils should know but don't, that need drawing to their attention rather than phonically plausible attempts at complex words. A maximum of three spellings will be identified.
- Time is given at the start of the next lesson or in morning work for the children to reflect on the comment and respond.
- Underlining or circling in pink will identify spelling, grammatical or punctuation errors in writing. Children should aim to identify these errors, with adult support as required.

### *Maths*

- This may take the form of self-marking, peer marking or teacher marking.
- Surface features can be marked in a piece of work. These may include number reversal, missing calculation signs, numbers not in squares etc. These should be kept to a minimum and modelled.

#### **10. Dedicated Improvement and Reflection Time (D.I.R.T)**

Teachers should allocate Dedicated Improvement Time for the pupils to reflect on their feedback and respond to it every day. This would form part of your input or as a morning activity.

#### **11. Monitoring and Evaluation**

The implementation of this policy is monitored through staff work scrutiny at least termly.

The success of this policy will be evaluated by considering feedback from pupils, teachers, teaching assistants and parents. This policy will be reviewed annually through consultation with staff and revised every 2 years for the Local Governing Body to approve.