

# WROXALL PRIMARY SCHOOL

CHALLENGE • ACHIEVEMENT • RESILIENCE • ENJOYMENT

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## FEEDBACK and MARKING POLICY

June 2023

### Policy Review

This policy was adopted and agreed by the Governing Board in June 2023

It is due for review in June 2025.

Signature 

Headteacher

Date: June 2023

Signature 

Chair of Governors

Date: June 2023

***All the governors and staff of Wroxall Primary School are committed to sharing a common objective to help keep the children and staff of the school community safe. We ensure that consistent effective safeguarding procedures are in place in order to support families, children and staff of the school.***

#### **Revision Record**

Revision No.	Date Issued	Prepared By	Approved	Comments
1	New policy instigated – June 2021	LT	FGB	
2	February 2022	LT		Revisions and updates to policy, inclusion of daily AfL tracker
3	June 2023	LT	FGB	Minor changes to match updates to the school's approach to planning and expectation for children to have daily opportunities to respond to marking and feedback.

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## **a. Statement of intent**

At Wroxall Primary School we want all pupils to make good or better progress and develop positive attitudes to their learning. To achieve this, it is vital that pupils receive genuine and constructive feedback on their work in a form which they can easily understand and which guides them towards the next steps in their learning. The purpose of this policy is to make explicit how teaching and support staff at Wroxall Primary School provide feedback on pupils' work. All teaching and support staff are expected to be familiar with this policy and to apply it consistently.

This policy aims to ensure that feedback and marking:

- Informs pupils about what they have done well and highlights areas of improvement.
- Supports pupils' confidence in learning, contributing to accelerated progress.
- Supports teachers' assessment knowledge for each pupil, enabling them to plan and establish effective next steps in their academic progression.

## **1. Roles and responsibilities**

1.1. The headteacher and senior leaders are responsible for:

- Ensuring that this policy is implemented, monitored and remains effective.
- Assessing whether marking and feedback practices effectively balance the need to mark and provide feedback and the strain on teachers' workload.
- Reviewing this policy as and when necessary to establish whether practices are effective and consistent across all classes within the school.
- Ensuring all teachers are aware of the school's procedures in terms of marking and providing feedback.

1.2. Teaching staff are responsible for:

- Ensuring that they adopt this policy when marking and providing feedback.
- Using their professional judgement to determine what type of feedback or marking is most appropriate and when further intervention support systems are needed for children.
- Monitoring the learning of all pupils within their class to ensure they are making good progress.
- Ensuring that pupils understand the feedback they have been given.
- Allowing pupils to respond to the feedback they have received.

## **2. Expectations**

2.1. Teaching staff are expected to:

- Set clear learning intentions and success criteria for lessons, linked to subject specific learning journeys, so children know what they are learning and why.
- Use a live marking approach wherever possible, providing direct feedback to children during lessons and using this to inform next steps.
- Use marking and feedback to recognise, encourage and reward pupil's effort, progress and attainment.
- Use marking and feedback to encourage pupils to strive to improve by giving help, encouragement and constructive comments, verbally and written.
- Offer suggestions and targets for improvement, creating a progressive plan for continued learning.
- Provide pupils with opportunities to reflect on feedback and marking by providing dedicated time at the beginning of the day or the beginning of lessons to review work or complete feedback tasks
- Ensure that marking identifies misconceptions and addresses these swiftly, often during the same lesson or before the next lesson.
- Use marking and assessment to identify the next steps for pupils, applying this knowledge straightaway to inform variation and subsequent lessons.
- Offer challenge for pupils whose work was correct, encouraging further development.

- Provide feedback and support to all pupils including those with SEND by adapting how feedback is given so that pupils can understand and action any next steps.

## 2.2. Pupils are expected to:

- Try their best with any work they complete.
- Ask questions when they do not understand something in lessons.
- Respond to feedback given, either verbally, in writing or as feedback tasks in the time provided for this within the school day.
- Review their own progress by rereading previous work and establishing where they have made mistakes or identifying ways it could be improved.
- Self-assess against learning intentions and success criteria.
- Make a conscious effort to meet their targets and to action any suggested improvements.
- Take responsibility for their learning.

## 3. Workload

The school understands that marking and providing feedback is a large contributor to the workload of teachers; therefore, teachers will ensure that marking and feedback provided is used to positively impact upon the progress of a pupil. A live marking approach is used at Wroxall with teachers providing feedback and next steps for children throughout lessons. Verbal feedback is an important aspect of the process and should be denoted with V.F. within books.

Teachers should assess and mark progress against the learning intentions (L.I.) and success criteria (S.C.) using the school agreed proforma. Any written comments should be succinct and clear for the children.

## Planning

To avoid unnecessary confusion and to ensure clear progression in lessons, teachers will ensure that lessons remain focussed by:

- Following the school's agreed curriculum policies and LTPs for all subjects.
- Developing clear learning journey plans for all subjects using the school's agreed planning proformas, ensuring that plans are directly linked to the school's curriculum policies. An overview plan, written in child-friendly language should be shared with children at the beginning of each topic and displayed in books, outlining the key questions, vocabulary, skills and knowledge to be covered during the learning journey.
- Assessing children's individual attainment and progress using daily, weekly and overview plans.
- Considering variation carefully, accounting for all abilities in the class and taking into account adaptations indicated on children's individual support plans.

- Making it clear what the learning intentions within lessons are and providing success criteria for children to assess against.

## **4. Feedback**

Feedback can be verbal or written but should always be used to positively impact learning and inform next steps. Feedback will often be given in the form of a 'Feedback task', used to provide challenge for groups of children or a 'Fix-it' task used to provide reinforcement. Feedback may be used to:

- Rectify a misunderstanding.
- Reinforce a skill or piece of information.
- Improve on a pupil's understanding or ability to do something.

### **4.1 Verbal Feedback**

- Verbal feedback is given by adults working alongside individuals or groups of pupils. This may be to correct misconceptions or to help pupils take the next steps in their learning. It usually takes place during the lesson, as part of a "keep up, catch up" session before the next lesson or at the beginning of the next lesson. Verbal feedback can act as a way to give immediate and effective feedback to pupils at the point of learning. The expectation following the feedback is that there will be a visible impact or improvement in the work or understanding of the child.
- Verbal feedback can be direct (targeted at groups of pupils/individuals) or indirect (where the whole class can listen and reflect on what is said). Whole class or group marking of one piece of work can be useful as the teacher invites pupils' contributions so that the piece is marked through a process of discussion, analysis and modelling. Feedback also provides an opportunity to model the language pupils can use when responding or giving feedback to others.
- The adult should indicate where verbal feedback has been given in relation to written work by using the VF symbol in the margin of the pupil's book. A simple prompt or marking code may be included to indicate the focus of verbal feedback i.e. C.L. (capital letters), F.S. (full stops), (F.A.) fronted adverbial. It is important that children understand any codes used. At times the verbal feedback may be about prompting a child to refocus rather than offering support with learning. This should be denoted by writing 'F'. This can be important when gathering evidence for access arrangements or other assessments.

### **4.2 Acknowledgement marking**

- Not all pieces of work need to be marked in depth but feedback against the L.I. and S.C. should be provided as acknowledgement marking, using the school agreed proforma.
- Acknowledgement marking is particularly appropriate for work which is designed to allow pupils to consolidate or practise learning or skills and for closed tasks or tests where the answer is either right or wrong.
- The following marking codes should be used:
  - LI ✓✓ - a good understanding of the learning intention or success criteria demonstrated
  - LI ✓ - a developing understanding of the learning intention or success criteria demonstrated
  - LI ● - learning intention not understood.
  - The S symbol should be used to show where a pupil has needed adult support to achieve the learning intention.
  - The I symbol should be used to show where a child has worked independently.

### 4.3 In-Depth Marking

- Teachers should highlight evidence of where the learning intention and success criteria have/have not been achieved:
 

**GREEN FOR GOOD:** A green highlighter pen should be used to show the pupil their best section of work in relation to the success criteria.

**PINK FOR THINK:** A pink highlighter pen should be used to highlight where the pupil has made an error. They should be encouraged to work out for themselves what mistake has been made. This may be accompanied by verbal feedback or a key question.
- Most marking in school should take place in real time with pupils. However In-depth marking may take place at a distance to allow for deeper assessment and inform next steps in teaching and learning, particularly with extended writing.
- When distance marking there are a number of questions teachers will keep in mind, including the following:
  - How will feedback be provided to children?
  - Is additional keep-up, catch-up support needed?
  - Is a feedback task needed to secure learning?
  - How will assessment of this piece of work inform the next lesson? Is further reinforcement of challenge needed for this child?

### 4.4 Paired marking or marking stations



- Pupils may sometimes mark work in pairs with a response partner or marking stations, manned by children, may be set up around a classroom. In these situations, the same concept of identifying areas of strength and those to develop will be used. Pupils need to be trained to do this through the teacher modelling the process with the whole class.

#### **4.5 Self-assessment**

- Children should be encouraged to self-assess their work against L.I. and S.C. using the school agreed symbols. This should always be checked/validated by the teacher.
- Self-assessment and correction work by children should be carried out in pink pen so that it is clearly identified.
- Children should be given time to respond to feedback by checking and correcting work or through a feedback task. (This may take place later that same day, first thing in the morning or at the beginning of the next lesson).
- Positive reinforcement will be used to emphasise that pupils are improving, which will encourage them to improve their performance over time. This will often be given verbally.

Rewards will be given to pupils in the following ways

- Dojo points (housepoints) or stickers placed on work
- Praise in front of whole class
- Verbal praise in a one-to-one setting
- Displaying excellent work around the classroom
- Postcards home

#### **7.Guidance for marking**

- Marking should be completed by all members of the teaching team working with pupils in the classroom. Marking by adults should be in purple or black pen. Children will use pink pens for editing their work
- LSAs should inform teachers of the progress and problems encountered by children during the completion of work with individuals and groups.
- Marking should be done during, or as soon as possible after, the completion of the task and always before the next lesson.
- Teachers should use daily AfL review sheets to record progress and plan for the next lesson.
- Concepts that are persistently misunderstood by individual pupils need to be recorded by the teacher and explained personally. Where a large proportion of the class have misunderstood a concept, this should be planned into the teaching sequence.

#### **Marking in English**

- In English, a minimum of one piece (or section) of work should be marked in-depth **each week for each pupil**. It may not be necessary for the whole piece of work to be marked, sometimes just a paragraph is sufficient.
- Children should always have sufficient opportunity to respond to marking.
- When marking in English, teachers will use the following techniques:
  - Explain how the work can be improved by making sure the advice is age appropriate and linked to the objectives of the year group
  - Highlight or signpost spellings, particularly those appropriate for the year group. However, teachers should ensure that the marking of spelling is targeted and takes into account the learning needs of individuals, particularly those with SEND. Teachers should be selective about which spellings a child is asked to correct.
  - Highlight or signpost punctuation and grammatical errors appropriate to the objectives for the year group
  - Focus on composition and effect aspects of writing.

## **8. Monitoring and evaluating the effectiveness of the policy**

- This policy will be monitored through further consultation of staff and through planned reviews.
- Pupils' books will be monitored by senior and subject leaders, with written and verbal feedback given to individual members of staff.
- Where appropriate, subject leaders will highlight effective practice and areas for development for all staff to consider and discuss.
- Subject leaders will monitor subject specific marking and feedback as part of their monitoring role.
- Pupil conferencing will be used to measure the effectiveness of the school's approach to marking and feedback. Children will be asked:
  - Whether they read their feedback.
  - If they find the feedback useful.
  - If they receive too much or too little feedback.
  - Whether they understand the comments when teachers mark their work.
- This information will be used to improve the school's approach to marking and feedback.

### **10.1 Success Criteria**

We will know our feedback and marking policy is working if:

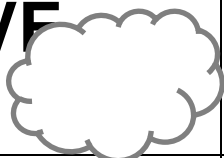



- There is evidence that work is being marked regularly, in appropriate depth and is consistent with the school's policy
- marking informs future planning for learning
- there is evidence that the use of marking and feedback has resulted in improved performance.

### **10.2 Reviewing the policy**

- We will review our policy every two years, or sooner if appropriate.

- At the beginning of every academic year, the policy will be discussed in order to reinforce the school's approach with established staff and to familiarise new staff with it.
- The scheduled review date for this policy is June 2025.


### Our School Marking Code


Symbol	Meaning
LI ✓✓	Good understanding of the Learning Intention
LI ✓	Working towards the Learning Intention
DP	A dojo point awarded for great effort
•	A dot symbol, often used in maths marking Have a think – what do you need to check/change?
VF 	Verbal Feedback – Spoke to/questioned child about their work to move them on. It should be clear about what was addressed during the discussion. Eg  (Remember finger spaces), F.S. (Remember full stops), C.L. (Remember capital letters), Sp (Check spellings), P (check punctuation). F (prompt to re-focus)
<u>Word</u> 	An underlined word indicates a spelling error which needs to be corrected by the child.
I	Independent work
S	Supported work. This may be followed by additional information to make the level of support clear. For example S (focus) if the child was just supported to focus. S (calculations) if the support related to addressing misconceptions.
F	Focused group work used to address a misconception and move learning forward.
Green for good	Great work This should be used to identify positive elements within a piece of work or to indicate positive elements as part of a teacher comment at the end of the work.
Pink for think 	Have a think – key errors to check or improve indicated in pink. Next steps arrow used to indicate how to move learning forward or misconceptions to be addressed.


### Children's self-evaluation

✓✓	✓	●
I completely Understood the learning today	Understood most of the learning in this lesson	I need more help with my learning in this

## Appendix 1 – School agreed lesson planning and feedback frameworks

 <b>WROXALL PRIMARY SCHOOL</b> <small>Excellence in Learning • Achievement in Progress • Success in Learning</small>	Date:	Self-assessed ( ● ✓ ✓✓ )	Peer/ Adult ( ● ✓ ✓✓ )
	L.I.:		
	Success Criteria:		
Year 1/2			
English			
Sticky teaching - revisiting prior learning			

 <b>WROXALL PRIMARY SCHOOL</b> <small>Excellence in Learning • Achievement in Progress • Success in Learning</small>	Date:	Self-assessed ( ● ✓ ✓✓ )	Peer/ Adult ( ● ✓ ✓✓ )
	L.I.:		
	Feedback task:		
Year 1/2			
English			

 <b>WROXALL PRIMARY SCHOOL</b> <small>Excellence in Learning • Achievement in Progress • Success in Learning</small>	Date:	Self-assessed ( ● ✓ ✓✓ )	
	L.I.:		
	Fix-it task:		
Year 1/2			
English			

## Wider curriculum planning unit template



Subject/Unit: Year/Class:				Date:		
Vocabulary						
Prior Related Knowledge (reference previous taught skills and knowledge from former years)						
Learning Intention  <b>Write this last...</b>	Retrieval Task (Last unit/last lesson) Please specify the knowledge to be recalled	Lesson detail- <b>plan this section first using the Learning Journeys to help...</b>			Evidence- will work be seen in books, how will it be recorded? If not in books, how will it be recorded, Seesaw?  <b>SEND scaffolding/ support?</b>	
		Substantive knowledge (Teach this knowledge)  <b>Please include - SEND scaffolding/ support?</b>	Activity  <b>Please include - SEND scaffolding/ support?</b>	Disciplinary skill (Explicit instruction/ practice/ apply independently) <b>SEND scaffolding/ support?</b> <b>How to challenge and stretch higher attainers?</b>		
Knowledge Block 1: <b>Consider how many lessons needed to teach the substantive knowledge in this knowledge block...</b>						
1						
2						

## Appendix 2: AfL daily tracker for English and Maths

Wroxall Primary School Notes		Daily Planning	Class:	Lesson:	Date:
Learning intention and core concept/skill			Notes to self and staff/resources for the next session		
Pupil Groups, specific notes and adaptation. Use AfL to identify children and focused group teaching/split-inputs needed for the next lesson					
Those working towards -grasping the concept (tasks and learning adapted to make the core learning accessible.)	Those working at expected / close to:		Those working towards greater depth: (The same concept – more complex problems / tasks.		
Next steps for the next lesson	Next steps for the next lesson		Next step for the next lesson		