



Weston Schools Federation

Feedback and Marking Policy 2022-2023

Date of last review: March 2022

Date of next review: March 2023



FEEDBACK AND MARKING POLICY

At Weston Park Primary School and Weston Shore Infant School we recognise the importance of providing a safe, happy and secure learning environment in which excellent learning and progress can take place. We believe everyone should be equally valued in this environment, enabling children to become independent, confident members of the community.

This policy is not to be read in isolation, but in conjunction with all other school policies. Particular attention should be paid to the Assessment Policy. This policy has been created in line with guidance from government publications and advices around 'Ways to reduce teacher workload in schools'.

"You can't learn without feedback . . . It's not teaching that causes learning. It's the attempts by the learner to perform that cause learning, dependent upon the quality of the feedback and opportunities to use it" – *Grant Wiggins*.

Teacher standard: 6 - Make accurate and productive use of assessment

Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.

Make use of formative and summative assessment to secure pupils' progress.

Use relevant data to monitor progress, set targets, and plan subsequent lessons.

Give pupils regular feedback, both orally and through accurate marking and encourage pupils to respond to the feedback.

Objectives

This purpose of this policy is to help teachers provide children with consistent and effective feedback. The feedback will consolidate children's existing learning, move their learning forward, address areas for improvement and let them know why and how they have been successful. Clear and accurate feedback helps children know and remember more. It also helps us to know and address gaps in the child's learning.

This policy aims to help our children feel that their work is valued. It also helps them feel that they are part of a two way learning conversation with the adults that help them.

The purpose of marking for assessment is:

- To provide useful information which will move the pupil forward in the next steps of their learning
- To promote continuous and focused communication with the pupil
- To encourage high standards in learning
- To be effective and diagnostic

- To be constructive rather than negative
- To be completed alongside the learner when possible
- To be specific and sensitive to the needs of the child
- To provide regular and frequent feedback
- To ensure consistency throughout the school
- To inform planning and assessment i.e. what the learner needs to do next and offering constructive advice on progress
- To ensure learning objective/success criteria is/are clear and accessible to the learner
- To provide feedback and allow time for this to be responded to
- To reinforce the positive
- To use errors/misconceptions as a learning point

What we mean by feedback

The purpose of feedback is to address any errors or misconceptions and move the learning on.

Verbal Feedback

We will show that we have given verbal feedback, either individually, in a small group or as a whole class, by writing VF in the margin or just underneath their current work. We will add a brief comment to explain what the feedback was regarding (e.g. VF: paragraph breaks). The verbal feedback will be focused on moving the learning forward and helping the child be more accurate. When we get it right we will know because children's skills will have improved and they will be able to know and remember more.

Monitoring

Our Leadership Team will regularly look at children's work and talk to them about how the feedback they receive is helping them. Children will be able to show leaders how their work is improving as a result.

It is recognised that children in the Early Years require a variation of this policy which can be seen in Appendix 5.

As a teacher I need to:

- Feedback on every piece of work against the success criteria using the schools agreed assessment highlighters (pink and green). This values the child's learning and helps them to be more accurate and skilled in knowing what they did well and what they need to keep practising (Appendix 1)
- Provide detailed verbal feedback for a minimum of two pupil groups within each lesson, well enough so that they can edit their work accurately. This will enable children to improve their understanding whilst they are completing an activity; intervening at the point of learning (Appendix 1.1). Assessment highlighter should be used in line with the example in (Appendix 1)

- Provide feedback in maths against the children’s mathematical answers (fluency/ARE/GD) using the schools agreed assessment highlighters (pink and green). This values the child’s learning and helps them to be more accurate and skilled in knowing what they did well and what they need to keep practising (Appendix 1:1 - Maths)
- Model high quality, fluent, legible handwriting and accurate grammar
- Remember as a CT not to **edit** independent work that is part of an assessment portfolio but to evidence what the pupil has achieved independently using the teacher assessment framework (TAF). Open questions can be posed as verbal feedback in these independent pieces (Appendix 2).
- Use the agreed feedback code if applicable
- Use the agreed purple pen to complete all written marking
- Ensure there is at least one next step a week for pupils in the core subjects of English and Reading
- Check the quality of any peer or self-assessment

As an LSA I need to:

- Use the Support Scale for Independence (Appendix 3) by writing the letter ‘SS’ and the number on the scale that reflects the pupil’s independence whilst working on the task e.g. ‘SS3’
- Use the agreed purple pen to complete all written marking
- Model high quality, fluent, legible handwriting and accurate grammar
- When working with an individual child or group of children the schools agreed assessment highlighters (pink and green) will be used. This values the child’s learning and helps them to be more accurate and skilled in knowing what they did well and what they need to keep practising (Appendix 1:1)

As a HLTA I need to:

- Feedback on every piece of work against the success criteria using the school agreed assessment highlighters (pink and green). This values the child’s learning and helps them to be more accurate and skilled in knowing what they did well and what they need to keep practising (Appendix 1)
- Provide feedback in maths against the children’s mathematical answers (Fluency/ARE/GD) using the schools agreed assessment highlighters (pink and green). This values the child’s learning and helps them to be more accurate and

skilled in knowing what they did well and what they need to keep practising (Appendix 1:1 Maths)

- Use the agreed purple pen to complete all written marking
- Model high quality, fluent, legible handwriting and accurate grammar
- Check the quality of any peer or self-assessment

Success Criteria

Success criteria' helps pupils to understand the knowledge and skills they need to remember or use to be successful. We will agree our success criteria for **all** pieces of work.

We will highlight in **green** where the child has been successful and highlight a few specific examples. We will highlight in **pink** if learning is not secure and this will become a next step. We will make sure we are selective and not cover the child's work. We will give children the opportunity to respond to pink highlighting by using green pen to edit their work.

Success criteria's must be used for all lessons, apart from maths which follows loops in learning (Loopy model) All success criteria's used must be marked against. (Appendix 1)

To help children know what to do next, we will make sure that 'next steps' or 'move on' statements are phrased as an 'explain' question or a statement written by the teacher. Examples can be found in Appendix 3.

English Example:

Monday 15th September 2022 [This is written by the child where possible to do so]

WALT: Infer information about a character

I will be successful if I...

1. Identify evidence in the text
2. Use conjunctions for comparisons
3. Describe a character using descriptive devices

Challenge: Explain how you know the character feels the way they do

CT

TA

I

HLTA

WORKSHOP

Wider Curriculum Example:

Monday 15th September 2022 [This is written by the child where possible to do so]

WALT: Group different species of animals

I will be successful if I...

1. identify different species of animals
2. understand what makes them different
3. can group these animals into the different categories

Challenge: Explain why the animals fit into these groups

CT

TA

I

HLTA

WORKSHOP

Wider Curriculum Example French:

Monday 15th September 2022 [This is written by the child where possible to do so]

WALT: understand and give clear directions

I will be successful if I...

1. understand different French directions by showing I can move the correct way
2. use directions correctly when speaking to guide someone around a map
3. write a set of directions for someone to use

Challenge: Explain verbally to a partner three different routes to get to the local library

CT

TA

I

HLTA

WORKSHOP

Maths Example:

16.5.22 [This is written by the child where possible to do so. It could also be written in Roman Numerals if appropriate to do so to support a teaching point.]

We do not provide success criteria's due to the fluid nature of moving through fluency, age related expectation to greater depth tasks that could require a variety of different task criteria to evidence success.

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Agreed Marking Code for all key phases across Weston Park Primary School and Weston Shore Infant School

Pink highlighter – Pink to Think!

Highlight in pink *something that needs to be improved. It could be that the work doesn't make sense or the child has not used the skill accurately enough. The child then needs to go back and improve this using green editing pen.*

Green highlighter – Green for Good

Highlight in green where the child has met the learning objective and success criteria, this should identify the key elements within the work that demonstrate their understanding of the skills and knowledge.



Finger spaces

VF (+ comment)

Verbal feedback given. The adult or child needs to briefly write what the feedback was about. E.g. VF- Time connectives. There should be a noticeable improvement from this point on.

SO

Sound out

P

Punctuation error



Upper and Lower case

//

New Paragraph



Full stops

?

Does this make sense?
Make explicit reference to what needs to change

..... Children draw a dotted line under key words they think they have spelt wrong.



Next steps



letter formation



Start writing next to the margin or to signify where the area for improvement is

SP

spelling error
key words from the National Curriculum



Maths Marking

Please use ● instead of X to notify if a calculation is incorrect.

^

omission

Appendix 1

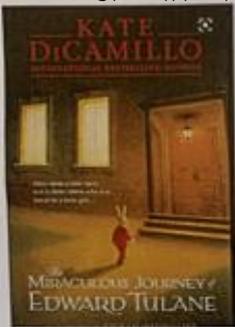
WALT: enquire about the Arctic/Antarctica and locate on maps/globe
I will be successful if...
can share my existing knowledge
can generate questions about what I want to find out
can locate the Arctic/Antarctica on maps/globes.
Challenge: can compare location using locational language

CT TA I HLTA WORKSHOP

Appendix 1:1 (English)

WALT: predict the story from the front cover.
I will be successful if I...
1. Can use clues from the front cover to predict
2. Can use my knowledge from other stories to predict

CT TA I HLTA WORKSHOP



Based on what I know from the blurb I predict that the girl and rabbit go to a park and the girl loses the rabbit so she went home and the rabbit has to go a long way to get home. He starts to travel by running until he finds a pond then he starts hopping with a tadpole.

VF

Why? To make a friend along the way.

Why might it be called the 'miraculous journey' because it is very pretty.

Appendix 1:1 (Maths)

P2a - fractions of objects (unit fractions)

Find $\frac{1}{5}$ of Eva's marbles.



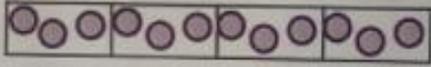
I have divided the marbles into 4 equal groups.

There are 5 marbles in each group.

$\frac{1}{5}$ of Eva's marbles is 4 marbles.

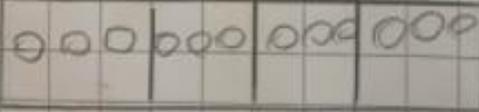
P2b - Bar model (unit fractions)

Dexter has used a bar model and counters to find $\frac{1}{4}$ of 12



Use Dexter's method to calculate:

$\frac{1}{6}$ of 12 $\frac{1}{3}$ of 12 $\frac{1}{3}$ of 18 $\frac{1}{9}$ of 18



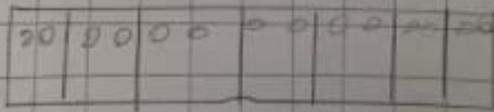
it's $\frac{1}{3}$ of 12 because there's 3 in each box and 12 altogether

3 equal groups




+

1 group is? 4



Appendix 1:1 (PSHE)

WALT: explain the level of risk in different scenarios
I will be successful if I can:

- explain what makes something a risk or hazard
- recognise that risk is part of everyday living
- assess the level of risk and if it is acceptable

CT VF HETA

Sara has offered to help her dad wash up after dinner. What are some risks and hazards Sara should be aware of? What can Sara do to manage the risks?

She should be careful of sharp objects, make sure the water is clean and make sure you're not allergic to the soap she's using. Also, she should wash her hands before washing the dishes.

make sure you're not allergic to soap
make sure water is clean

Dishes

Be careful of sharp objects
Make sure you wash hands before dishes

How could you be careful with tea towels to reduce the spread of bacteria or virus?
You could have dish towels and washing hands towels so you couldn't spread bacteria onto the dishes.

Appendix 2

Example of Independent context car

WALT: independently write a persuasive letter.

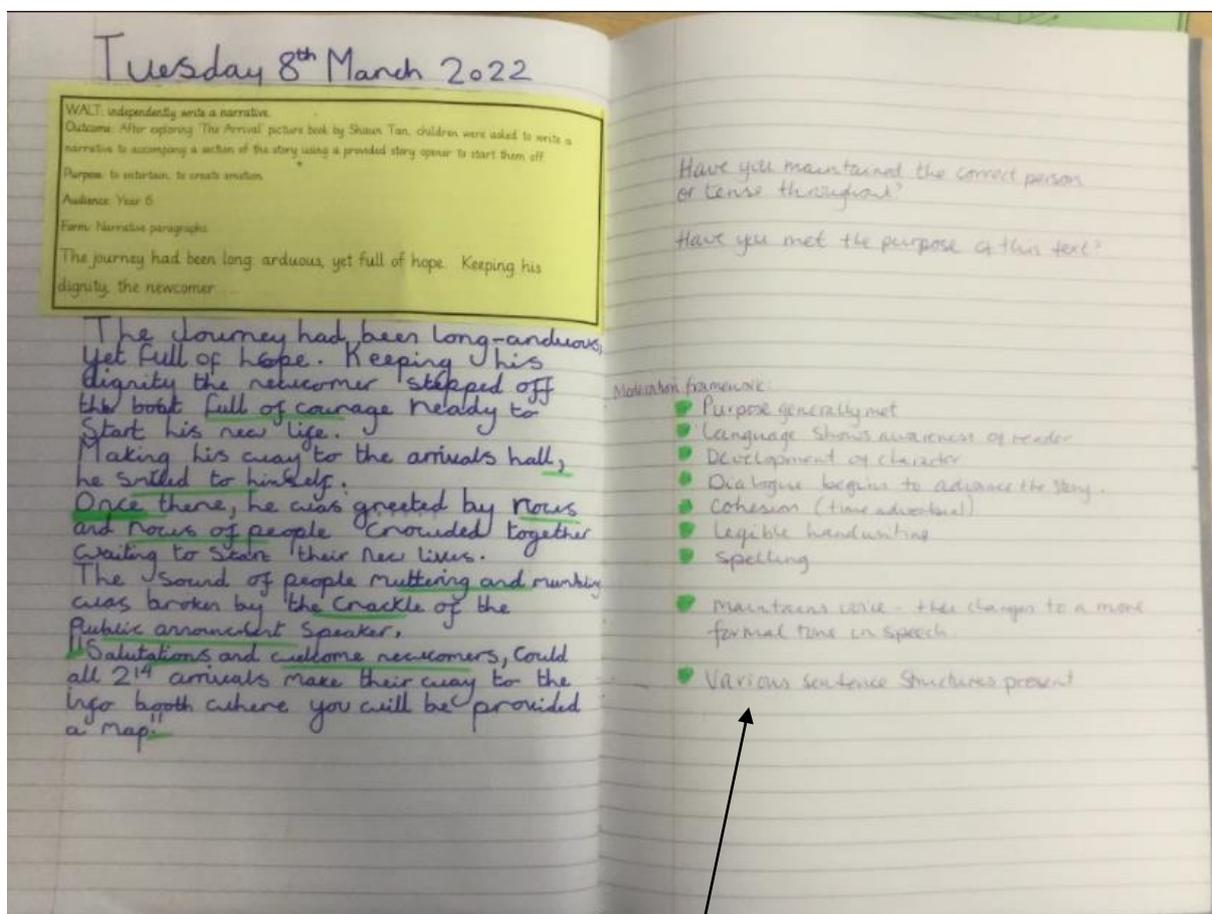
Outcome: After learning about migration, immigration and making links with 'The Arrival,' children researched refugees and the Dubs amendment. They discussed the question: 'why should the government help child refugees?'

Purpose: to persuade.

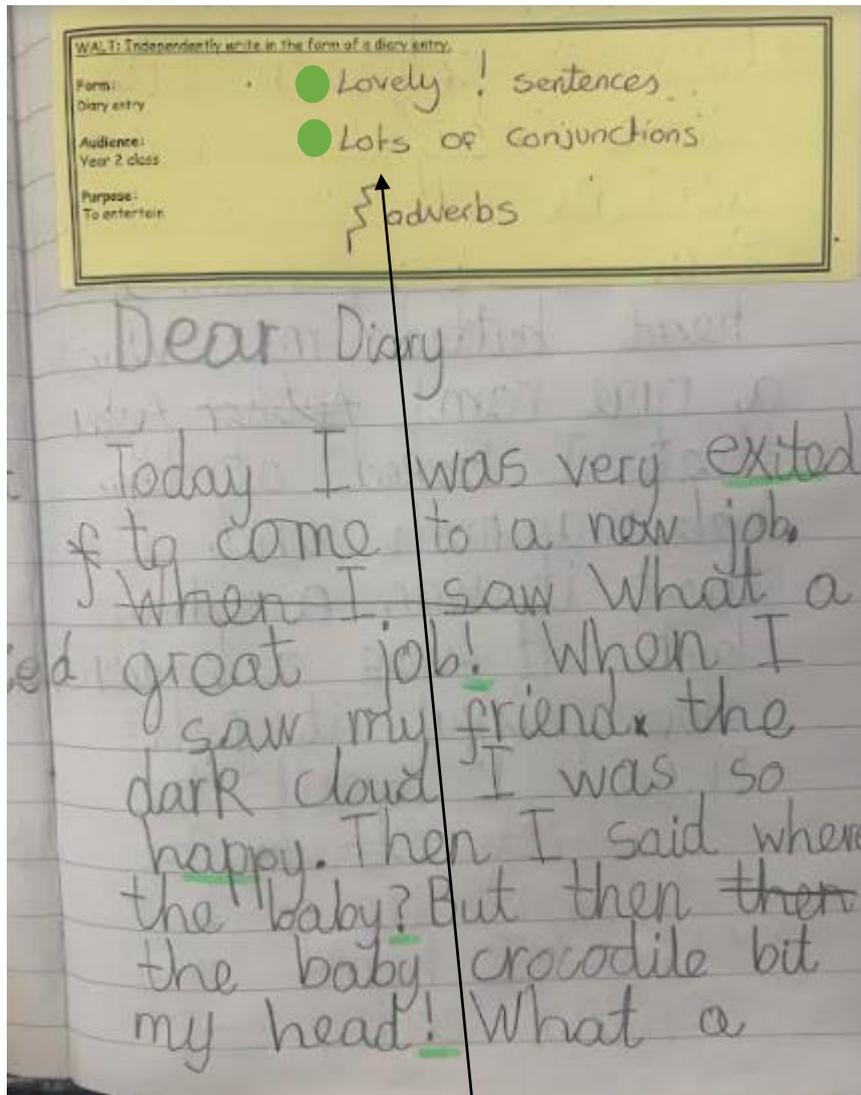
Audience: Boris Johnson.

Form: Letter

KS2



Independent pupil achievement against the Teacher Assessment Framework.



Independent pupil achievement against the Teacher Assessment Framework

Appendix 3

Example of 'Explain' Statements

- Explain how the conclusion sums up the ideas of the passage.
- Explain different situations where you would use Standard English and where you wouldn't justify your answers for this.
- Explain why there are more hours of daylight in the summer.
- Explain the pattern that you have noticed.
- Explain a rule that you could use to work the next one out.
- Explain how you found every possible answer.
- Explain what mood the picture creates

Appendix 5 Early Year Foundation

- The WALT is written on the piece of learning
- The teacher dates the work and annotates according to the area of learning.
- The teacher scribes the child's 'voice' on emergent writing.
- Marking is done with children verbally.
- It is done using the same pictorial symbols as KS1 where appropriate and depending on the child's stage of development
- EYFS marking symbols will be used to support pupils to become more independent learners

All work will be annotated as follows:

- CI – child initiated
- AL – Adult Led
- I – Independent

Written observations are linked to the Early Years Foundation Stage Development Matters age bands. This supports the tracking of individual children's progress and is used to inform the planning for the children's unique next steps.

<u>Early Year Foundation Stage Marking Symbols</u>	
 Finger spaces	VF (+ comment) <i>Verbal feedback given. The adult or child needs to briefly write what the feedback was about. E.g. VF- Time connectives. There should be a noticeable improvement from this point on.</i>
 'think about what you are writing' (composition of sentence)	 Segment phonemes for spelling
 Capital Letter	 letter formation
 Full stops	 Check and edit writing
 More writing needed	<u>Maths Marking</u> Please use ● instead of X to notify if a calculation is incorrect.

Appendix 4
The Support Scale for Independence used by all Teaching Assistants

Support Scale for Independence



1	2	3	4	5	6
Skill not present	Skill present with substantial support	Skill present with moderate support	Skill present with little support	Skill present in a structured situation	Skill present in a range of situations
<p>Objective can only be achieved with total support</p> <p>Pupil is</p> <ul style="list-style-type: none"> • Shown answers • Told answers • Copies answers • Repeats answers 	<p>Pupil needs constant</p> <ul style="list-style-type: none"> • Verbal reminders • Visual reminders • Prompted reminders <p>Pupil needs tasks to be broken down for most sessions</p> <p>Pupil is normally supported with</p> <ul style="list-style-type: none"> • Choice of two answers • A form of cue articulation • A correct answer /response and a different example • Sign, symbol or visual • Closed questioning 	<p>Pupil needs their attention drawn to a particular rule or strategy</p> <p>Pupils needs to be taken back a few steps as a structured reminder</p> <p>Pupil is supported with</p> <ul style="list-style-type: none"> • A clue • Closed and open questioning • More discreet visual or verbal prompting • Scaffolding support, word bank, task board, motivation etc. 	<p>Pupil has a visual reminder and uses it independently</p> <p>Pupil is given general reminder</p> <p>Pupil is supported with</p> <ul style="list-style-type: none"> • Refocus of attention • Encouragement • A retrieval strategy • Reminder of a self-help strategy 	<p>Objective can be achieved with no support</p> <p>Pupil needs no</p> <ul style="list-style-type: none"> • Prompts • Cues • Reminders 	<p>Pupil demonstrates spontaneous use of skill outside of structured sessions</p>

Date of last review: May 2021

Date of next review: May 2022



Signed Chair of Governing Body:

[date]

Signed Headteacher:

[date]

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