



WENSLEY FOLD CE PRIMARY ACADEMY

MARKING and FEEDBACK POLICY

MISSION STATEMENT

The school values and recognises the uniqueness of each individual child and acknowledge their fundamental right to be educated to their full potential in a safe, secure and caring environment. The school, which has a Christian heritage, will, in partnership with parents and the extended community, aim to make each day count for all.

AIMS

- To provide a common framework for marking so that a consistent approach is used by all staff throughout the school in order to ensure that all children progress
- To have consistent ways of responding to children's work so that their achievements are recognised and future learning identified giving children the confidence to take the next step in their learning

PURPOSE OF MARKING and FEEDBACK

- To assess the progress made and depth of learning that has taken place in a lesson
- To identify any misconceptions
- To inform future planning and teaching

AUDIENCE for MARKING and FEEDBACK

The audience for marking and feedback is the **children**.

FORMS of MARKING and FEEDBACK

Verbal feedback:

- Given to a child, group of children or whole class during the lesson where possible
- A **V** is written in the book when an **individual** child has been given feedback and big issues/ misconceptions- recorded on the teacher 'Issues' sheet (see Appendix A).

General marking:

- Mark to the learning objective – and success criteria when appropriate
- May be done with the child or following a lesson
- May simply be a tick or highlighter **but** any written comments are in the handwriting style of the school
- Marking of spelling in addition to the learning objective should focus on key words or subject specific vocabulary for the lesson and also reflect the child's ability

In depth marking:

- May occur at the end of a unit of work and provide more detailed feedback for assessment purposes – eg longer writing pieces
- May incorporate a range of assessment criteria rather than a focus on one learning objective
- Used to inform the planning for the next unit of work

CONSISTENCY of MARKING and FEEDBACK

The consistency in marking does not come from consistent, identical practice but from consistently high standards of expectation.

A teacher must feel empowered to identify and adjust marking practice to what works for them, the individual, the lesson and subject needs in order to ensure the most effective impact on progress is made.

THE THREE PRINCIPLES of MARKING and FEEDBACK

These underpin effective marking and ensure high standards.

MEANINGFUL:

- Marking and feedback should be meaningful to the individual child
- How to mark will vary by age group, subject and what works best for child and teacher in relation to that piece of work
- Approaches may be adjusted to meet the needs of that particular lesson and to ensure good progress is made
- The most important person in deciding what the most effective marking is in each particular lesson is the teacher


MANAGEABLE:

- Marking and feedback must be manageable for both the teacher and children
- Feedback can take the form of spoken or written marking and self assessment – teachers should exercise their professional judgement about the type of marking to use in order to ensure progress is made

MOTIVATING:

- Marking should help to motivate children to progress – this **does not** have to mean in depth comments; short challenging comments, verbal feedback or the identification of issues/areas of strength when teaching the next lesson are as effective
- Motivation must also include the valuing of efforts made and celebration of success – these may be shared as a whole class and the start of the next lesson

MARKING CODES

☺	lesson objective achieved
☹	lesson objective not achieved
I	independent work
SH	some help given
WH	help given throughout the task
	support given in the next lesson

✓	correct
✓✓	exceptional
~~~~ sp	incorrect spelling
//	new paragraph
S ?	does it make sense?
V	verbal feedback given

## AREAS IDENTIFIED from MARKING

### NEXT STEPS in TEACHING

- Teachers mark in order to identify progress made, the depth of learning and what to teach next
- Issues found in marking **must** be recorded to inform planning and to be addressed by the teaching in the following lesson – Appendix A is used for this purpose
- Issues may be individual, small group or whole class and should inform all future planning
- When a child is identified as needing future support in the next lesson the code **T** is used in their book so that they know the teacher will want to see them
- Issues identified and addressed (feedback) within a lesson are also recorded on the issues sheet to remind the teacher about action already taken and to be taken.



### THE USE OF LIVE MARKING

- When most appropriate and wherever possible, teachers are encouraged to make use of live marking to assess the understanding of the learning at that moment in time and provide immediate feedback.
- Appropriate annotations of the discussion, that may serve as a prompt in future work, may be recorded on the work.
- Improvement and amendment of mistakes should then be seen in real time.
- Whole class misconceptions, picked up by live marking, can then be dealt with immediately.

### THE ROLE of the TEACHING ASSISTANT in MARKING

- The TA is responsible for marking the work of the child/group they are working with
- Feedback is given verbally to the teacher at the end of the lesson – this is added to the 'Areas Identified from Marking' sheet (Appendix A)

### SELF REVIEW

- Children will sometimes mark their own work – which will be initialled by the child
- In Key Stage 2 they may be encouraged to self assess using the marking codes for the school and make a brief comment
- Success criteria or an editing tool may be used to support this

### PEER FEEDBACK

- It can be helpful for children to assess the work of others in the class
- Feedback may be verbal or written – written feedback will be initialled by the child giving feedback
- Dialogue is an important skill to develop
- Success criteria or an editing tool may be used to support this

### MARKING and FEEDBACK in EARLY YEARS

The following codes are used in Early Years

☺ I	lesson objective achieved independently
☺ SH	lesson objective achieved with some help given

CI	Child initiated activity
AD	

☺WH	lesson objective achieved help given throughout the task		Teacher directed task – objective/task given for child to achieve
☹	lesson objective not achieved	<b>AG</b>	Teacher guided task – stimulus given to child

**OBSERVATIONS:**

Teachers and Teaching Assistants identify which area the observation has taken place :

- Indoor or outdoor
- plus **CI, AD** or **AG**

**LEARNING JOURNEYS:**

Coloured tabs for identifying different areas:

- green = literacy
- orange = mathematics
- blue = expressive arts and design
- pink = understanding of the world
- yellow = physical development

**INCLUSION STATEMENT**

*This policy reflects the School’s commitment to inclusion. We believe that all children should have access to an appropriate education that affords them the opportunity to achieve their personal potential.*

The following statutory school policies and procedures are key tools which support our commitment to inclusive practice and should be considered alongside this policy:

- Race Equality Policy
- Gifted and Talented Policy
- Anti – Bullying Policy
- Policy for Special Educational Needs
- Access Plan in response to the Disability Discrimination Act
- EAL Policy

**REVIEW OF THE POLICY**

The policy will be review on a bi-annual basis, through, and by, consultation with the staff and the Headteacher, taking into account the scrutiny of children’s work and assessment procedures.

Any amendments to the policy arising from the review procedures will go to consultation with staff and Governors for discussion, approval and ratification.

**A Whittingham**  
Assistant Headteacher  
Updated September 2019  
Approved by Governors



WENSLEY FOLD CE PRIMARY ACADEMY  
**ISSUES IDENTIFIED FROM MARKING and FEEDBACK**

Class/group:	
Week beginning:	

	Maths	English	Other
Monday			

Tuesday

Wednesday

Thursday			
Friday			

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