



WELLS NEXT THE SEA PRIMARY & NURSERY SCHOOL

MARKING AND LEARNER'S FEEDBACK POLICY

Approval

Inspected and approved by Full Governing Body on: Date:.....19.11.19.....

Signed by Chair of Governors:.....

Date of next reviewNOV 2021.....

Marking and Learner's Feedback Policy

We believe that children need to be given opportunities to effectively evaluate in a range of ways. Effective feedback fits within the 'learning culture' of our school and this is instrumental in building the children's self-efficacy. It is the teacher's responsibility to decide what form is appropriate. Feedback could be as a whole class, a child reviewing their own learning, peer-to-peer or being involved in a feedback conversation with an adult. Depending on the activity, children will respond first either through the use of a smiley face, verbally or by **thinking green**. We are therefore encouraging the pupils to do as much as possible with their own marking and feedback, prior to the teacher receiving the work. The adult will always record the verbal feedback by writing **VF** to denote that this has taken place and to make 'invisible' feedback, visible to all. A range of visual prompts for feedback are included in the back of this handbook, including the smiley face chart which the children will use to record their thoughts on specific elements of their own feedback.

We ensure that learners receive regular feedback on their work, enabling them to understand and enjoy their progress. It will be positive, acknowledging achievement and identify the next step needed to improve. By applying strategies developed with the learners we intend that each can develop responsibility for their own learning. As a school, we are basing our marking/feedback on the principals advocated by Shirley Clarke, John Hattie, Dylan William and Carol Dweck. The key elements of this are:

- ✓ *A learning culture, where pupils have self-belief and know how to learn and teachers have high expectations and belief that all pupils can succeed. Our aim is to develop a growth mindset for ourselves, for all adults involved in working with children, for all parents and all our pupils.*
- ✓ *Pupil involvement at the planning stage.*
- ✓ *Pupils knowing learning objectives and co-constructing success criteria.*
- ✓ *Discussion about what excellence looks like.*
- ✓ *Effective questioning.*
- ✓ *Talk partners and classroom discussion.*
- ✓ *Effective self, peer and teacher feedback.*

Objectives of marking and feedback

1. To inform the teacher's understanding of the learner's level of development and identify the learners' next step needed for progress.
2. To give positive feedback on achievement and progress, and to identify their next step in learning.
3. To celebrate successes to promote confidence, enthusiasm for learning and encourage them to value and take a pride in their work.
4. To set challenging targets for improvement alongside the learner.
5. To train learners in ways to self-evaluate their work and take responsibility for their progress and future targets
6. To provide evidence for assessment, recording and reporting.

Principles of marking and feedback across the curriculum

- Teachers will use praise comments which focus on effort and achievement rather than just on ability and will help to create a 'growth mindset' culture, such as; ***Well done! You are learning to... Fantastic! If it makes you think it means you are learning. Mistakes help us to learn. Remember – you don't know yet! Every time you work hard, you are growing your brain a little more.***
- The Sutton Trust research shows that children can gain 8 months by understanding learning powers and the definition of meta-cognition. We believe that meta-cognition will give our children the tools to be able to talk about and understand their learning, giving them a shared language and understanding.
- Pupils will have thinking time to answer questions and will discuss with talk partners and use mini-whiteboards where appropriate.
- All teachers to avoid using hands-up all the time.
- Teachers need to avoid asking too many closed recall questions. Teachers must ask questions to extend pupil understanding and reveal misconceptions which can then be taken account of.
- Responses to children's responses need to be sensitive and respectful to establish an ethos of confidence to give one's opinion, whether that is right or wrong.
- Learners are clear of the task's focus (WALT) which is decontextualized and authentic. They must be very clear about the expected response (WILF) in order to first self-evaluate their work. WILF should be the same for all abilities of learner. WILF can be co-constructed with learners so that they have more impact and meaning. WILFs must be constantly referred to by pupils.
- Research shows us that the more immediate the feedback, the better. We aim for continual review during lessons, stopping at intervals to discuss and show individual children's work, using a visualizer where possible. Children use this modelling to help them make their own improvements in their work.
- Peer feedback will involve 2 children focusing on 1 book between them. The author will hold the pen and read their work aloud, jot down discussions and improvements.
- Feedback and marking will celebrate and reward success and provide learners with a clear direction as to what they need to do next. This is shown by a ***"To improve"*** comment.
- Oral feedback will be given whenever possible during or soon after the learning process – with individuals, pairs, groups or whole class – by class teacher or teaching assistant.
- It is expected that there will be instances where the focus of marking will be celebratory.
- Teacher's written comments will be succinct, encouraging and giving clear, easily understood feedback of their success and ways to improve, following the school's marking codes.
- Where possible the learner will share in the process of deciding next targets.
- Not all errors may necessarily be corrected, as corrections will relate to focus of lesson or child's individual targets (WALT).
- All work has WALT and date at the top (DUMTUMS... Date, Underline, Miss a line, Title (WALT), Underline, Miss a line, Start.
- Marking is matched to learner's age and ability.
- All marking is carried out in ink which is NOT blue, green or red. (Children write in blue ink or 'think green' with green pens).
- There will be consistency of approach across the primary schools. All teachers will mark all the work using the attached codes which are displayed in the classrooms.
- Learners will be expected to correct chosen spelling mistakes.

- All children will have a copy of marking codes in Reading, Writing, Topic and Maths books.
- All children will use green pen to respond to marking in all classes. Children in EYFS and KS1 to use green pencil or green pen as appropriate.
- Where they are capable, learners will be given responsibility for summarising feedback and recording it themselves. Again, green pen will be used to clearly show this.
- All children will use green pens for self-marking, peer marking and in response to teacher's marking.
- Children will use the smiley face system to let staff know how they have felt about their learning in a specific lesson. This will be recorded in pencil at the bottom of the piece of work.
- For some pieces of work, children will have a WILF record on a piece of paper stuck into their books for their own self-assessment. The teacher then assesses next to this.
- All staff will tick the children's responses to their 'to improve'.
- 'I' is used to indicate independent work in KS1, but it is assumed in KS2.
- On occasion where relevant, teachers can write a question instead of a 'to improve' for the child to respond to.
- Staff will adopt the 4 C's assessment where necessary and challenge the children to consider 'Connect, Challenge, Concepts and how does that CHANGE something for them?'
- Staff will adopt the 'See, Think, Wonder' phrase as advocated by Graham Powell and his strategy of developing leaders of learning.
- 'To improve' statements will be used in all books including the in-depth marking in Star Write books.

Strategies developed by teachers and learners together

- All work is marked following the school code system.
- Mini checklists/marketing ladders provided for learners to assess themselves first.
- Next step given – written as "To improve" – only one (two at the most) mini target. Wording will be precise in order to focus learners on the improvements to be made.
- Success celebrated with specific verbal praise, house/team points, stickers, certificates and celebration assembly.
- Symbols/abbreviations used to annotate work begin in KS1 and develop into KS2 and are dependent on ability not key stage.
- Marking symbols and abbreviations will be displayed in classrooms and books.
- Children are given time to action their "to improve" tasks.
- Green pens will be used by all children to write dialogue in all classes. Green pencils/pens will be used in EYFS and KS1.
- The marking policy will be reviewed annually to ensure that it is effective.

MARKING

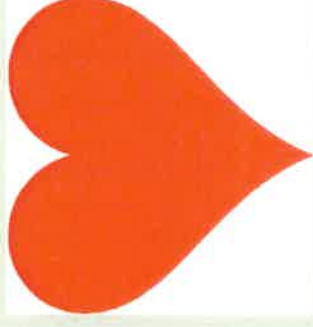
Symbol	What does it mean? What do you need to do?
©	Capital letter
○	Full stop
A	Finger space
<u>abc</u>	Writing on the line
↻	Conjunction
adj	Adjectives
✓	A good idea or correct
●	The answer isn't correct or GPS error Find out how to improve
?	This part doesn't make sense
woz x3 ~~~~~	This is a spelling mistake or phrase that You need to correct
^	A word or phrase is missing Look to see what it is
Ⓧ Ⓨ Ⓩ ⓑ ⓓ	Punctuation is incorrect or missing Look in the circle to see what it is
//	A new paragraph is needed here
😊 or a sticker	You have worked hard
VF	Verbal feedback given
TA/TS	Teaching Assistant or Teacher support
P or Paired	Shows a child has worked with a peer
I	Independent work
TI	To improve
PF	Peer feedback

Head



Something that has made me think today.....

Heart



Something that I have felt today.....

Bin



Something I didn't find interesting today.....

Bag



Something I will take away with me today.....

HOW DO YOU FEEL ABOUT YOUR LEARNING IN TODAY'S LESSON?



I feel confident that I have achieved the learning objective.



I have made progress towards the learning objective but I am not quite there yet.



I don't understand this and I need help.



How is my learning?

1. I can teach someone else.
2. I understand.
3. I understand most.
4. I understand some.
5. I don't understand yet.