



Marking and Feedback Policy

2024-2025

This policy gives guidance to staff on the purposes of marking and our procedures to help ensure that feedback to children at Willowcroft is both consistent and effective.

Marking and feedback are fundamental elements of the assessment of children's work, helping children become reflective learners and closing the gap between current and desired performance.

This policy will:

- Promote high quality feedback throughout the school
- Provide an approach to marking that is both manageable and effective
- Standardise the schools' approach to marking and feedback

Active Ingredients of marking at Willowcroft –

1 - Feedback must move the learning on.

2 - Teachers must ensure that children act upon the feedback given.

Aims

Effective marking and feedback:

- Provides a dialogue between teachers and children
- Gives children clear strategies on how they can improve their work.
- Provides a tool for teacher assessment – diagnostic, formative or summative
- Helps the teacher to evaluate teaching and inform planning
- Positively reinforces children's achievement and efforts
- Challenges children to deepen their understanding
- Celebrates success whenever possible in order to raise self-esteem and encourages all children to work to their full potential.

Procedures

- Teachers will use feedback from marking to inform future targets and planning.
- Wherever possible, feedback and marking will be related to a clear learning intention and / or targets, which have been shared with the children. The best feedback is given to children **during** the lesson as then they have time to understand how to improve their work.
- Incorrect spellings don't always need to be corrected: only technical vocabulary or high frequency words which the child is expected to know (underlined in pink or picked up using the symbol signpost).
- Children in KS2 should be encouraged to correct their own spelling mistakes using dictionaries or word mats.
- Time will be given for children to respond to the teacher's marking/feedback (DIRT – Dedicated Independent Reflection Time). This could be 5 minutes at the start of the next lesson or time in the mornings when the children arrive in school.

Frequency of marking

- Marking and feedback should take place during and after the lesson has been completed with marked work handed back as soon as possible.

- Marking and discussion should also take place during the lesson alongside the child, providing immediate feedback.
- Work should not be marked in isolation during teaching time.
- Regular marking and feedback is necessary to inform the next steps for teaching.
- A minimum of one formative deep mark is expected each week in maths and other pieces of work should be acknowledged by VF, a tick or children's own corrections.
- Teachers should use the symbol signposts to pick up basic errors that the children have made in their work, particularly in Literacy books, and children must respond to these. Over time, it will then be seen that less basic errors are made.
- Phase 1 and Phase 2 of the Writing Journey need to be marked to move the learning on in order to prepare the children for their hot piece.
- Hot tasks will be green marked only and assessed against the success criteria which has been generated throughout the topic. This will be attached to the hot write.
- Teachers will use their professional judgement to select which pieces of work will be marked in more depth than others.

We make use of a range of forms of marking and feedback:

Verbal feedback

- At Willowcroft, we recognise the importance of regular verbal feedback.
- Adults may talk to children about how they have met the learning outcome and question the child about a specific part of the work. This can correct children's understanding and extend their learning.
- Children of all ages need oral feedback but this is particularly important in the Early Years and KS1 where children may be unable to read a written comment.
- Verbal feedback can be acknowledged by the adult noting "VF:" followed, if useful, by a summary of what was discussed, e.g. VF: paragraphs, VF: different tenses.

Written marking and feedback

- This usually consists of **ticks**, **dots** and **symbol signposts** for mistakes. Children can then respond to pink dots and symbol signposts in order to review their work and correct it.
- Work can also be marked by the children, or as a class or in groups using a **purple pen**.
- If the child/group has been working with/supported by the teacher or TA, the person will indicate that the work has been supported. The adult could give a brief description of what support has been given, e.g. sentence structure, spelling, etc.

Formative feedback/marking

- Some key pieces of work which form the basis of learning to be built on will have more in-depth marking than other work.
- Comments /prompts are used to 'close the gap' or extend children's learning. These are written as a reminder, a scaffold prompt or an example (See Appendix 1 for examples).
- Comments are written in language that the child understands and are appropriate to the age and ability of the child. They should model correct use of subject vocabulary and be written using legible writing, following the school's handwriting policy.

- Green pens are used to highlight areas where the learning objective has been met or to note other impressive elements of a child's work and pink is used to highlight the next step for a child or an error.
- It is not necessary for teachers to write long green comments in children's books.
- Marking may include modelling correct methods, in numeracy for example.
- Marking may result in a new target being set which should be shared with the child in the next lesson.
- There must be time given for children to read and respond to the teacher's comments as appropriate and they should respond with a purple 'perfecting' pen.
- Children should have opportunities to mark their own or their peers work. This will help them to assess their progress and evaluate their own learning.
- Children should be taught how to write comments and to give feedback to their peers.
- Concepts that are persistently misunderstood by individual children need to be explained personally.

Self-assessment

- Children are often encouraged to self-evaluate by identifying their own successes and looking for an improvement point. The plenary may focus on this process as a way of analysing learning.
- Success criteria are used to support self-assessment.
- Children are also encouraged to generate success criteria.

Shared Marking

- Teachers use work to mark as a class, on the whiteboard. This enables the teacher to model the marking process and teaches particular points at the same time.

Peer-assessment

- Children sometimes mark work in pairs and the following points should be noted:
 1. Children need to learn to do this through modelling with the whole class
 2. Ground rules should be decided as a class and adhered to
 3. Children should identify things that match the success criteria and then suggest a way to improve the piece against the learning intention
 4. Dialogue should be between the children rather than one being the 'teacher'.

Marking in the Early Years

- In Reception and at the beginning of the year in Year 1, the teachers focus on giving oral feedback to the children but they may write a comment with the child or for able children, may begin to use the symbol signposts to pick up basic errors.
- Staff also annotate the work as part of the process of gathering information for the EYFS. This can carry on into KS1 and KS2. In EYFS and early KS1, it is expected that pupils will often have work marked with them rather than away from them.

Marking and Feedback Codes

- Teachers use the agreed marking code (see Appendix 2). All pink marks and comments should be responded to by the children in purple pen.

Equal Opportunities

- In applying these procedures, we will maintain a consistency throughout school that will support every child in their learning by focusing explicitly on what children 'can do' and identifying clearly 'next steps' for their continued progress and improvement.

Monitoring the Policy

- We will ensure that these guidelines are being used consistently throughout the school by sampling children's work.
- Marking is monitored by the school's leadership team in a sample of children's books every short term and during lesson observations and learning walks.
- This policy is reviewed if changes in practice are required.

Appendix 1 –

Examples of high-quality marking

Our feedback to pupils about their work should be positive, highlight achievement in relation to the learning objective and inform pupils as to how to improve their work. We use comments/prompts to 'close the gap' or extend children's learning in literacy, maths, and other subjects where appropriate.

Examples of these in literacy may be:

♦ A sentence with missing words for the child to complete

I slept on a _____ couch with my _____ brother. As fast as _____.

♦ Providing an example prompt, modelling two or three words or phrases

What did you see on the boat trip? Fish? Birds? What mess did they make? They spilled drink? They dropped food on the floor? They knocked over the chairs?

♦ Asking for one or two new words

Can you think of a good adjective to describe the wolf?

♦ Asking for one or two sentences

Can you write a sentence about the things Tim likes doing?

Think of a line that rhymes with power.

♦ Asking for one or more sentences to be replaced/rewritten

Can you rewrite your last sentence in a way that is more appropriate for an adventure story?

♦ Asking for an improvement in the continuation of an extended piece of writing

Write the end of your story using a range of words for 'said'.

♦ Asking the children to add a feature you have taught them to upskill their work

Can you add an example of an expanded noun phrase in paragraph 1.

Examples in maths may be:

- ◇ A procedure is explained / modelled and then a question(s) asked
- ◇ If a child has understood how to convert cm to m, an extension question may ask him/her to convert m to cm
- ◇ Can you find any more lines of symmetry on the pentagon?
- ◇ A square has 4 sides and ____ corners.
- ◇ Can you show another way to calculate 15% of 50?
- ◇ Missing number questions.
- ◇ Altering a question already answered or extending it to create greater depth of understanding.

Some of the examples may also be suitable to use when commenting on work in other subjects.

In Science:

- ◇ You can use a sieve to separate _____ from _____.
- ◇ Can you find out what other materials melt?

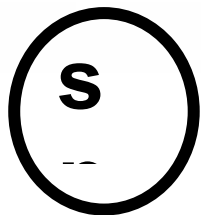
In History:

- ◇ How do you think Howard Carter felt when he found the tomb?
- ◇ Can you write two sentences about Nelson Mandela's life since he was released?

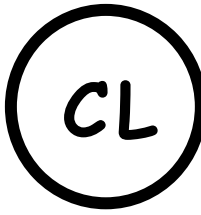
Symbol Signposts



Pink to Perfect



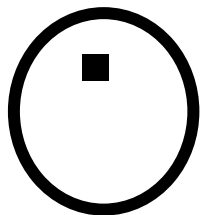
Spelling



Capital
Letters



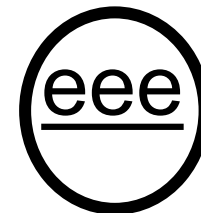
Finger
Spaces



Full Stops



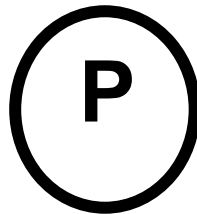
Handwriting



Writing on
the line



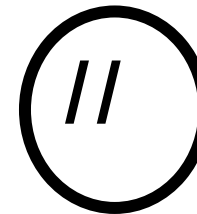
Sentence
Sense



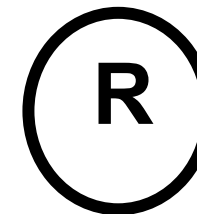
Punctuation



Inverted
Commas



New
Paragraph



Repetitive

Symbol Signposts



Green is Great!

Pink to Perfect

Spelling

You've made a spelling mistake try using a dictionary or sounding out

sp

Capital Letters

Check your capital letters at the start of sentences and for proper nouns and in the middle of words and sentences

CL

Finger Spaces

Try using a spacer to check you are leaving big gaps between words

FS

Full Stops

Where should they be?
Put at the end of each sentence

■

Handwriting

Have you remembered ascenders and descenders?
Copy my model

hw

Writing on the line

Try to keep your letters on the lines in your book!
Copy my model

eee

?

Sentence Sense

Read the sentence aloud.
Have you used the correct tense? Is it a full sentence?
Does it make sense?

P

Punctuation

Check your . , ? ! “”
Have you used them correctly? Do you need to add some?

“”

Inverted Commas

Check your “”, have you used them correctly? Do you need to add some?

//

New Paragraph

Where did you need to start a new paragraph? Add the symbol yourself

R

Repetitive

You have used the same word too many times. Can you change some to a different word?