



## Bishop Bridgeman Church of England Primary School Marking & Feedback Policy

### Aims and objectives of the policy

- To make explicit to the whole school community our approach to providing feedback on pupils' work.
- To encourage pupils to raise their achievement and to develop their self-esteem by giving feedback that is positive but developmental in nature.
- To make pupils aware of the next steps in their learning.
- To ensure consistency of practice.

### Opening Statement:

At Bishop Bridgeman, we recognise and respect each of our pupils as an individual, with individual needs, strengths and weaknesses. The assessment procedures carried out will enable each pupil to achieve their potential by providing them with an understanding of what is being learned; guidance about progress that can be made, guidance towards next steps in learning and a celebration of achievements.

### Rationale

Feedback is the process whereby children are informed of what they have achieved at a particular time and what they need to do to improve further. Feedback is a positive communication based on learning objectives (WALT) and success criteria (WILF).

WALT is the learning objective and can be written as:

- To know
- To understand
- To be able to

WILF is the success criteria which the pupils have to achieve in order to be successful with the task in hand. It can be verbal, written checklists, pictorial or signals and could be from teacher to child, child to teacher or child to child. Written feedback may take the form of Achievement Marking or Quality Marking which is Success and Improvement Marking. Success and Improvement marking is linked to the learning objectives and

success criteria. It provides positive comments (3) on what the child has done well and a developmental point for improvement. (1)

Marking and feedback must:

- All work MUST be marked
- Refer to recent Assertive Mentoring targets
- Be initialled by children to show the comment is acknowledged
- When targets are met, these should be dated on the target sheet that is stuck into the Numeracy, Literacy and topic books (where relevant) these should be .. dated. Where children meet a target in a piece of work the following symbol should be used. T
- Be manageable for all teachers and teaching assistants
- Involve adults working with children in the classroom where appropriate.
- Relate to success criteria (WILF) which have been shared and negotiated with the children. Staff must use, where appropriate, differentiated WILFs, when marking use arrows to clearly identify the WILF
- Fix-it must be followed up consistently EVERY day (an opportunity for children to improve their work). *Children will use purple pen to complete their fix-it. The quantity of work for fix-it should be balanced with the work requiring intervention (age and stage appropriate).*
- If a child does not have any fix it then teachers will provide a challenge.
- The timing of Fix-it opportunities should be age and stage appropriate and managed effectively.
- Give recognition and appropriate praise for achievement such as the use of stickers, stamps and smilies in books.
- Inform future planning and individual target setting for subsequent pieces of work. Ensure triangulation of quality evaluations, feedback and flexibility of teaching.
- Be accessible and inclusive
- Be seen by children as positive in improving their learning. Whilst sometimes necessary to address poor quality work teacher comments must remain positive and identify the next steps (NS)
- Give clear strategies for improvement
- Involve children in the marking process, both as self-markers, peer marking and initialling feedback.
- Whilst marking must be kept up to date and promote next steps, it is recognised that teachers need to manage the quantity of

comments and feedback in order to ensure healthy work life balance.

Techniques for self assessment may include:

Children are encouraged to self assess against the WILF (success criteria) to see how well they are doing. Teachers and teaching assistants will consider the age of the pupils when selecting the techniques to use. In Foundation Stage, Key Stage 1 and for less able children within Key Stage 2, these may be written by the teacher. Children will then assess their own work using 'faces' -



- Children can mark their own work with I (Independent), P (Partner) or S (Support from an adult/other child) G (Guided)
- Assertive mentoring fans will be used for self- assessment, during and at the end of whole class teaching sessions.
- Children may use faces to self assess in their books or on a checklist.

Techniques for peer assessment may include:

- S & I marking - Use green for success and yellow for improvements. Children evaluate another pupil's work through commenting on three parts that are good and making one suggestion about what could be improved. Peer assessment may vary according to the age of the pupils and may be given verbally by younger children. The emphasis is always on the positive.

It is recognised that assessment of work is a skill which children will need to be taught. It will be modelled by teachers and teaching assistants using examples of work with the whole class.

## **Written Feedback in Literacy**

### Achievement Marking

Acknowledgement should always relate to the WILF with an AM face.

Teachers will tick or stamp the work to show that it has been seen.

They should not be told to correct all spellings, or they are likely to write further misspellings or waste time looking them up.

Spellings will be acknowledged where appropriate. Spelling, punctuation and grammar errors are not marked in every piece of writing but will be

noted as a future teaching point. However, where punctuation, grammar or spelling is a individual target then children will be expected to attempt to meet their target e.g. when an adult feels that a child can correct a spelling he or she will underline the part of the word the child has spelt incorrectly in order for them to attempt to correct it. Children will write spellings correctly 3 times as part of fix it time.

Children are given feedback about the elements that the teacher has asked them to pay attention to or is currently a feature of their individual target. This will mean that some aspects of a piece of work may be uncorrected but all aspects will be addressed over time through specific objectives.

See Appendix 1 for further guidance on Achievement Marking.

### S and I Marking

- Towards the end of a unit, one piece of writing will be assessed using success and improvement marking per child.
- Success and Marking will be provided against the Learning Objective (WALT) and Success Criteria (WILF)
- 'Closing the gap' comments may be used to show children how their work could be improved. These may take the form of
  - Reminder prompts eg what else could you say here?
  - Scaffold prompts eg describe the expression on the man's face
  - Example prompts eg choose one of these or use your own: the man's mouth fell open in surprise.
  
- After quality marking, children will be given the appropriate time to respond and make the necessary improvements to their work.
- The teacher will initial or tick the improvements when they have taken place.
- S and I marking to be done at the end of a unit or where appropriate.
- S and I marking to be done for any written tasks including Topic, Science etc.

## **Feedback in other subjects**

Assessment for Learning is embedded in the teaching and learning at Bishop Bridgeman. Teachers will incorporate elements of AfL to enhance pupil's learning across the curriculum. The type of feedback may vary across the different ages which may be in written form or given verbally. Where there is an opportunity for incidental writing; teachers may want to use quality marking to further support and engage pupils. Every child will have the chance to respond to the feedback.

S and I marking to be done for any written tasks including Topic, Science etc.

## **Marking in the Foundation Stage**

In Nursery and Reception, the teachers focus on giving oral feedback to the children but may write a comment with the child where appropriate. Staff also write comments on the back of work as part of the process of gathering information for the Foundation Stage Profile. Notes are made during observations. The use of Target Teddies introduces the idea of personalised targets and are accessible for all Reception children.

## **Monitoring and Evaluation**

The implementation of this policy will be monitored by the Deputy /Assistant Headteacher, and Senior Leadership Team who will review children's work termly.

The success of this policy will be evaluated by considering feedback from pupils, teachers, teaching assistants, parents and Ofsted. The SLT will be responsible for conducting this review.

The review of this policy will take place in September 2015

## **Appendix One**

### **Marking Policy guidelines for staff**

The following guidelines have been agreed at Bishop Bridgeman CE School, following consultation between staff and the children.

### **Marking:**

State whether the work has been completed Independently (I), as a Guided group (G) or with support (S).

Identify next steps using (NS)

Identify targets met with (T)

Teachers should mark in red whilst TAs and Supply teachers should mark in green.

### **Presentation**

In Literacy, the day and date should be written with the objective.

In Numeracy, the digital date should be written again with the objective.

(It is recognised that in some classes, the objective will not be used as title for work due to time constraints where teachers may have to write/ stick in these for children.)

Children should be encouraged to draw a line through mistakes with a pencil and a ruler. The use of rubbers is not encouraged.

Common spelling mistakes or errors made which relate to individual targets should be pinpointed to aid the child's learning.

In Numeracy, if an answer is incorrect, an 'red dot' will be used.

Teachers are to use their professional judgement when getting a number of questions wrong, so that a piece of work is not just a page of 'red dots'

### **Fix it Time**

- Children to be given opportunity to make corrections to marked work at least 3 times per week.
- Fix -it must be followed up consistently EVERY day (an opportunity for children to improve their work). **Children will use purple pen to complete their fix-it. The quantity of work for fix-it should be balanced with the work requiring intervention (age and stage appropriate).**
- If a child does not have any fix it then teachers will provide a challenge.
- The timing of Fix-it opportunities should be age and stage appropriate and managed effectively.

- Books to be ready at tables as children walk into class in the morning.
- Children have time to read comments made by teacher, acknowledge comments through initials
- An opportunity to make improvements.
- If a child does not have any fix it then teachers will provide a challenge