Castle Bromwich Junior School

Where together we can learn, work and succeed.

# MARKING AND FEEDBACK POLICY

**Date – April 2024**

**Reviewed by – Mrs T Timms**

**Review date – April 2027**

Our policy has been reviewed in the light of our own self-evaluation of current practice and its impact **Principles of good marking and feedback**

Marking and feedback has three purposes:

- Pupils know what it is they've done well and where they need to improve.
- Pupils act on the feedback and make progress over time. Effective marking and feedback enables pupils to engage with it and then take action in order to improve their learning
- It informs future planning and teaching.

All those involved in learning at school should have a shared understanding that mistakes are opportunities for learning, particularly if they are acted upon swiftly.

This policy should be applied to all areas of the curriculum, with note to specific subject references as mentioned.

**Effective marking and feedback:**

- Ensures that pupils have ownership over their work and take responsibility for making progress
- Makes next steps clear and achievable with sufficient time given to make meaningful changes.
- Has a positive tone, identifying specific areas of success as well as areas for specific improvement. Marking and feedback should compare what the learner is doing correctly now with what he/she has done wrong before. It should provide concrete guidance on how to improve.
- Supports pupils, staff and parents in understanding where support and guidance are needed
- Directly informs short term planning, enabling teachers to review pitch and progress within lessons – encouraging flexibility with pupil need at the centre
- Is consistently acted upon by pupils as soon as possible, including the attempts to address such points in future pieces of work
- Ensures pupils have set time to read their marking and feedback and respond to any feedback as necessary
- Uses a combination of written comments, highlighting and symbols to indicate whether pupils have achieved their learning objectives, what is good about their work and what they can improve on
- Reflects a progression in skills and expectations over time i.e. the need to correct misplaced commas once addressed in marking and feedback, should not still be a development point over a half term.
- Avoids comments such as 'next time…' unless the next lesson allows pupils the opportunity to address the feedback

**Marking and feedback Policy: Quick reference Guide.**

When abbreviations are used, pupils need to be taught these so that they can understand the marking and feedback

| | |
|---|---|
| Green highlighting | A green highlighter should be used to clearly demonstrate an example of success – directly related to the WALT/WILF of the lesson, or another specific writing target that they may have. TWO or THREE examples are highlighted within one piece, not more than this. This can be further explained with a comment. Green highlighting should only pick out specific examples linked to the WILF and should not highlight every single good feature. Green highlighting is not required in Maths, where a tick will suffice. Pupils should not highlight their own work. |

| | |
|---|---|
| Yellow highlighting | A yellow highlighter should be used to identify ONE area for development. This could be a key sentence/collection of words/phrases that need to be changed/improved. If you were highlighting missing punctuation/incorrect spelling as a wish, you may have on that occasion, more than one point highlighted in yellow. Yellow in Maths books, indicates where there is some advice. Pupils should not highlight their own work. |
| Comments | Marking and feedback should provide specific points and feed forward into the pupil's immediate next steps of learning. Marking and feedback should compare what the learner is doing correctly now with what he/she has done wrong before. It should provide concrete guidance on how to improve and will link to where there is yellow highlighting. |
| TA ( teaching assistant)<br>CT (class teacher)<br>LSA (learning support assistant) | These initials should be used by an adult where support has been provided directly for that child, perhaps in the form of shared or guided writing.<br>TA/LSA also indicate using ZMS [ Zooming, Managing and Starting to achieve target] how well a pupil has performed in their group. |
| TD | This means the teacher has explained or discussed the target personally and what it was for. It should reference the teacher comment e.g. TD punctuation. Pupils are then expected to act on this either in that same lesson or in subsequent learning. Staff will then green highlight where they see examples of this target being met. |
| AfL | This is where the teacher has noticed an error, misconception or other area that needs looking at. AfL ( assessment for learning) means that the teacher will follow this up at the start of the next lesson with either individuals or a group of pupils. Pupils will practise what is being taught in their books and not on whiteboards. Staff will then green highlight ~~where they see examples of this target being met.~~ |
| ~~I~~ | ~~To signify an independent piece of work.~~ |
| ~~.....~~ | A wobbly line signifies an error in spelling where the correct spelling should be written in the margin three times. For some pupils this will be high frequency words, for others it may be more challenging vocabulary or from their weekly spelling patterns. |
| ~~_____~~ | Pupils can use a line to signify a spelling they are not sure of, if they haven't been able to find the correct spelling at the time. Once corrected, this spelling should then be transferred to word logs and dated. ~~See ***Marking Spelling*** for additional guidance.~~ |
| ~~◯~~ | Capital letters are missing or used when not necessary |
| Within writing | |
| // | A new paragraph needed – you may have moved onto a different subject, point or section of the text |
| A*/A/B/C | For an A*, child must: ○ Be following the KS2 standard.<br>For an A, children must:<br>○ Demonstrate good effort – working to their best standard (including the presentation principles).<br>For a B, children should:<br>○ Demonstrate that they are improving but not consistently work to their best standard.<br>For a C, children will: |

- Not work to their best standard and, as a result, some work will need repeating to demonstrate improvement. See the handwriting and presentation policy for further detail.

**WALT and WILF**

('We are Learning To' AND 'What I'm Looking For')
The WALT is the learning objective of the lesson.
The WILF is the skill set necessary to achieve the WALT

WALT: Link our ideas effectively
WILF: Use conjunctions to link ideas within sentences
Use connecting phrases to create links between ideas
Reflect on your own writing to check for sense

Where possible, WILF's should be created in collaboration with the pupils as this will make them more meaningful for the pupils.

TAs can use the WALT of the lesson to add their opinion of the child's ability by using the coding above.

**Written Feedback**

General

- Staff have a toolbox of marking strategies that can be used to give children feedback. The key priority has to be that over a 2 week period children have a range of feedback tools, but ultimately know exactly where they have done well and where they need to improve. The toolbox includes: TD, AfL, highlighting, use of markmate, personalised comment and stickers and stamps as praise. This variety of strategies not only supports staff workload, but also ensures that over time, pupils have clarity of feedback.
- Written feedback can be given by teachers, other adults and pupils. All pieces of work will form part of the learning journey and a balance of feedback from teachers, other adults or pupils should be evident. All of these groups are responsible for actively deciding on next steps for the learner.
- In all pieces of work, teachers should give a presentation grade to ensure that pupils understand the importance of presenting their work to a high standard.
- Teachers should monitor and guide the quality of written feedback given by pupils to each other.

English

- Basic errors e.g. missing capital letters, punctuation, spelling or writing that doesn't make sense should be addressed for all children as needed in addition to any marking in relation to the WILF.
- Each day you will identify roughly 10 pupils who are going to get verbal feedback during the lesson. This could be through a focus group for those identified. Their books will be marked with "TD" with the focus e.g. TD punctuation. Some pupils may benefit from more of this type of feedback than written depending on their needs.
- After the lesson, the teacher would go through all remaining books. If several have a similar error, the teacher would mark "AfL" in the books which would mean that the following day, those pupils would be asked to listen to a teaching point and may have a go at practising where they'd gone wrong the previous day. This would be seen in books and not on whiteboards. If only one or two pupils were in this position, it may be more beneficial to comment in their books.

- Comments or developmental feedback should be given to ALL pupils over a 2 week period.
- Written feedback should not be in red pen as pupils use this colour for self-marking and feedback or editing.
- All pupils work must be acknowledged in some way as listed above.

Maths

- Maths work will be marked right with a tick or indicated with a dot if incorrect. Self-correcting is helpful and can be done during a lesson as well as after. There is no requirement for green highlighting.
- As many pupils as possible will get your verbal feedback during the lesson and TD be used. We would expect to see examples of teacher modelling (where appropriate) in books where this happens.
- After the lesson, the teacher would go through all books. If several have a similar error, the teacher would mark "AfL" in the books which would mean that the following day, those pupils would be asked to listen to a teaching point and have a go at practising where they'd gone wrong the previous day. This would be seen in books and not on whiteboards. There would be no need for a comment or model in this case. If only one or two pupils were in this position, it may be more beneficial to model in their books. Where advice is given, yellow highlighting draws attention to it. No other comment would be needed.
- Over a 2 week period, all children will have a balance of the different feedback strategies.

**Feedback Types**

There are a number of ways to give feedback. For example:

**A reminder prompt:**
- *Explain this person's personality in more detail, providing at least 3 extra points…*
- *Re-write these sentences to show excitement at this point.*
- *Careful when multiplying by 10 and 100. How many columns do you move digits along each time? Provide an example below to show me.*
- *Look again. What punctuation do you need either side of your purple clause? Add it in.*

**A scaffolded prompt:**
- *Describe something which happened which showed he was a good friend….*
- *Re-write this sentence to include an embedded clause*

**An example prompt:**
- *Would you describe this character as excitable or mean spirited? Can you tell me why?*
- *What language choice would be best here - ? or ?*
- *Could you improve your synonyms for 'said'? Can you think of 3 alternatives?*

**Task-level feedback prompts**
- Does this answer meet the success criteria?
- Is this right?
- Could you elaborate on this answer?
- What aspect of your response to this task are you pleased with/ unhappy about?
- What other information do you need to meet the criteria?
- What's the sticking point in this task?

**Process-level feedback prompts**

- What strategies are you using?
- Are there more efficient strategies you could use?
- What other questions could you ask about this task?
- Do you grasp the concept underpinning this task?
- Have you done anything similar to this before?

**Self-regulation-level feedback prompts**

- What would be the best way of checking your work?
- How could you reflect on these answers?
- What happened when you…?
- How can you account for….?
- What learning goals have you achieved?
- How have your ideas changed?
- What aspect of this work could you now teach to others?

**Self/peer assessment:**

Teachers should plan for and structure their lessons so that pupils have regular opportunities to peer and selfassess. In order for this to be meaningful, teachers must always build in sufficient thinking, reflection and feedback time. The range of skills involved in self and peer marking and feedback need to be directly taught by the teacher in the context of the lesson, and over time. It is expected that an improvement on these skills will be evident in books. **Self Assessment**

When reviewing their own work at any point during the lesson, pupils will use self-assessment pens ( red pens) to identify specific strengths in their work. They may put square brackets around given areas of success. These will be linked to the WILF of the lesson. This work should then be acknowledged by the teacher to say they have looked over it and a comment added if necessary. Spellings that the pupils know they are unsure of will be underlined by them.

In school, pupils will have an 'Always WILF' that is specific to their target level in writing. Pupils should use this as guidance whenever they write to encourage reflection on and responsibility for the quality of their own writing.

**Peer Assessment**

Teachers should plan for regular opportunities for peer assessment.

In writing, pupils will use peer marking and feedback pens to identify specific areas of success linked to the WILF and an area of development, again linked directly to the WILF.

*I really like the way that you:*

*Next time, it would be even better if you could…*

The pupils MUST give SPECIFIC examples of areas for development –

Underneath the WALT, the phrase 'pupil assessed' should be written to indicate when this has happened.

**Marking and feedback in Spelling**

Spelling is a priority across subjects and both teachers and pupils should take responsibility for progression in this area. Pupils should be encouraged to use adventurous, varied vocabulary, even if in their first draft it is not

spelt correctly so that they can fully express their ideas. Any errors in ambitious vocabulary should be corrected with the expectation that they are then spelt correctly in any following drafts of writing.

Teachers or peers can correct up to 5 spellings per piece. Where corrections are identified, pupils must:

- Re-write the correct spelling 3 times in the margin
- Record the spelling in their word log and date it to help monitor progression

Where there are patterns in spelling errors, for example, topical vocabulary or a given spelling pattern, teachers must prioritise this when selecting corrections. This may form part of your wish, with the child taking responsibility to investigate the correct spelling and make corrections. If there are common mistakes across a class or group, addressing this at the start of the next lesson may be appropriate.

**Presentation of Pupils Work**

The presentation of daily work should show care and pride in everything that they do. Standards are clearly set out in the presentation and handwriting policy. These guidelines should encourage good, consistent habits across the school, whereby the pupils are aware of what is expected of them.

**Maths Books**

- work with a sharp pencil
- short date and WALT for each piece of work – underlined with a ruler
- rule a left hand margin one or two squares in.
- only one digit or sign to a square
- straight lines drawn with a ruler
- calculations numbered and spaced out so they don't touch
- work in columns

**Written Work**

- full date and WALT for each piece of work – underlined with a ruler
- words spaced out carefully and consistently
- handwriting policy is consistently followed, with an understanding that a final published piece will reflect the pupil's best ability in relation to overall presentation
- mistakes should be identified by ruling through the mistake with a pencil and ruler
- pupils write in pencil until the teacher feels they have sufficient control to begin in pen. Most pupils move to pen by Christmas time in year 3.
- when writing pupils must either use a school issued handwriting pen or one which is similar (no biros)