

WEXHAM COURT PRIMARY SCHOOL
MARKING AND FEEDBACK GUIDANCE
2018 - 2021



Marking and feedback has one single purpose

‘To advance pupils progress and outcomes’.

A Wexham Court it should be:

Meaningful

Manageable

Motivating

The following document is guidance for staff on the use of marking and feedback, with a particular focus on written methods due to the Education Endowment Foundation’s review on the research on the effectiveness of aspects of marking practice combined with the report on the Independent Teacher Workload Review Group published by the DfE.

(This guidance will be reviewed at two points throughout 2018 and 2019 to ensure that our practice is fit for purpose).

The needs of the pupils at Wexham Court Primary School must be of paramount importance and be at the forefront of all we do.

It has been widely recognized that teacher workload has become too much, as a result of unnecessary marking, planning and data processing. This document aims to provide guidance to all teaching staff around marking and feedback. Marking and feedback will vary according to the chronological age of the pupils and their abilities, therefore **professional judgment** in marking is key. Staff best know their pupils and can therefore personalise feedback according to preferences, barriers and the effort they put into their work.

Wexham Court has a positive ethos, which encourages pupils to think independently and take risks in their work. Work needs to be challenging to enable pupils to grow therefore marking or feedback will need to be specific in addressing errors. Importantly marking will nurture a growth mindset challenge, so that each child can grow to be a successful and independent lifelong learner.

In this policy, the term teacher refers to ALL staff with a teaching commitment (TA, Sports Coach etc.). It is also implicit that the teacher will ensure that they have high expectations of work produced and of presentation at all times. Pupils are expected to look after their books, keep them neat and presentable (DUMTUMS) and ensure a high priority is placed on developing handwriting. (See Handwriting policy).

Aims of Marking and Feedback

- Inform children of their strengths
- Inform them of their of next steps
- Inform planning

This should result in visible signs of progress and improved outcomes.

Marking, feedback, assessment and planning are part of the same process; they all contribute to improved outcomes for children. Marking and assessment should inform the teacher of what they should do next to address mistakes/misconceptions or introduce new learning. This should be evident

in assessment and books, as pupil's work should show tangible progress. Where this is not the case, staff and senior leaders should work collaboratively to address the underlying issue, so that trust is not compromised.

Feedback and marking should:

- Praise good work and effort
- Be positive and nurture a growth mindset
- Acknowledge that you have looked at it
- Develop and deepen learning
- Ensure that pupils make progress and that work gets better
- Be timely
- Appropriate to the age or ability of the individual.

The sole audience for feedback is the individual child and therefore due consideration should be given in ensuring that the child can access and benefit from it. Repeated low expectations of pupils such as SEND pupils should be avoided. Blooms Taxonomy of questions is a helpful guide in giving feedback at the correct level.

Corrections Errors Vs Mistakes

- 1 Error- not yet learnt this skill
- 2 Mistake – slipped up but can do this

If it is a mistake, point it out (circle/ arrow/ underline).

If it is an error –teach it through your feedback or lesson.

Self-Assessment and Peer marking

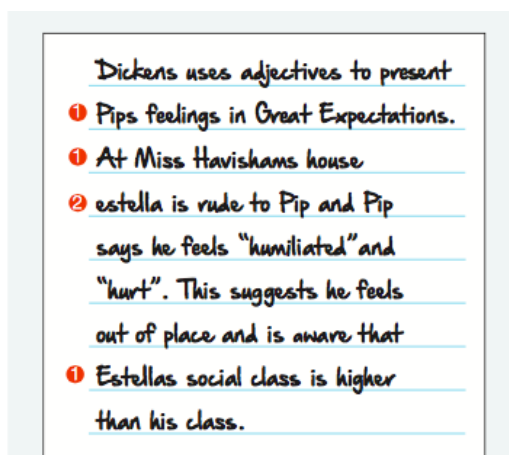
This should be a regular feature of the classroom.

MIB (Make It Better) time is used throughout the sessions to give dedicated time for children to reflect on their work and improve it. This is only effective if pupils are supported in knowing how to improve their work. Teachers will model this to pupils through resources such as the visualizers, so that they too can become more adept at this skill. MIB usually happens at the start and end of a session, however the pupils should be encouraged to draft and reflect as a matter of course.

Peer-marking is very effective in advancing learning. It encourages pupils to:

- Be more reflective about their work,
- Avoid similar mistakes
- Work collaboratively and learn more from each other.

This skill does not come automatically and will vary according to age and ability. However all children can be taught to do this, therefore it is important that teachers invest in teaching their children how to do this. Videos on this can be found on Teachers Admin under 'training and INSET'.



Targets - if children have a clear idea of what they need to do to improve their work, they will do so. Targets should be appropriate to the ability and age of the children and they should be given adequate time to achieve these. This will vary according to the pupils.

How should learning be fed back and marked?

Feedback should be positive in tone and help build the confidence and self-esteem of pupils.

Pupil's edit in **Blue** pen

Better Blue

Teachers can use highlighters:

If it needs to be developed, use **green**

Green for Growth

If it is good, use **pink**

Tickled Pink


Teachers should only use green or pink and pupils should use blue.

Marking Symbols

The following symbols can be used to help reduce time.

- Sp - Spellings (see spelling policy) these need to be addressed. Sp in the margin indicates an error. Then teacher should underline the part of the spelling that is incorrect and rewrite it correctly. For example;

speshal special

- Circle, underline or arrow as appropriate to work. This  indicates that this part needs to be reviewed/corrected
- Staff Initial page to indicate a professional analysis has been undertaken. Staff may write a comment to support future learning, if they feel appropriate.
- Ticking - Although there is no evidence that this has any academic impact, experienced teachers will tell you that pupils want to know that their teacher has read their work.
- **S** - teachers should put an **S** next to work that has been supported. It will be assumed that any work without an **S** is independent work.
- VF- Where verbal feedback has been given, the teacher can write VF. Work in the book would reflect the conversation.

In the Moment Marking

In the moment marking is shown to be very effective, if the marking is purposeful and relevant. It should be a task involving both learner and teacher, engaging in deepening of understanding.

Hattie (2009) suggests that the success of a task is determined by the amount and quality of feedback given. By allowing time for children to discuss and reflect on their work within the context that it has been set, ***‘teaching should be more evident to the learner and learning should be more evident to the teacher’*** (Hattie, 2000).

Verbal Feedback

This can take place in three main ways. All three have associated pros and cons therefore professional judgment and knowledge of the class are vital. A range of these should be used:

- Whole class - This could be at the start of a lesson to address the previous work, during the lesson, or at the end. It could be to share a good idea or address a mistake. A visualizer might be used.
- Small group – This could be when a group of pupils are struggling with or have made the same errors, which you can address together. A visualizer might be used.
- 1:1 – Having a verbal conference with one child about their work is more effective but also most time consuming.

Drafting and marking are in place because they help children, therefore teachers are encouraged to use pupils books when working with children, rather than white boards, as this learning is lost and can no longer act as a reference point for the pupils.

Over the Shoulder Marking






Marking that takes place during the lesson, as you are walking around. This should be purposeful.

Marking Conferences

Teachers will need to look more closely at certain pieces of written work, for example cold write and hot writes and some mini writes. For this teachers should use the Marking Conference sheet, (see Appendix) which would clearly high light how learning will be addressed. These sheets should be kept in the planning file, as they will inform planning. All work must be read.

Early Years

EYFS use feedback daily as they work with the pupils. They encourage children to develop their idea and thinking as well as encouraging them to reflect on their work. In Reception, pupils are introduced to teacher marking alongside feedback. The symbols are ticked to if evident in the work so that pupils can MIB. These symbols are monitored to ensure progress is being made. As pupils become more able to read, then whole policy will apply.

 finger spaces	 listen for sounds	 upper/lower case letters	 full stops	 pencil grip

Teachers and key workers carry out continuous assessments of pupils against the ELG and update comments onto the Learning Books. The Assessments and comments are evident in future planning.

Moderation

During weekly team meetings, Heads of Years will moderate books with the team to ensure consistency in expectations and learning against the objectives. In addition to this the team will regularly use comparative marking.

This involves comparing two pieces of work to see which is better. The purpose of this is to:-

- Ensure teachers are familiar with the objectives and their children's abilities
- To enable standardization of judgments and expectations across the team and with other schools
- Engage teachers with the children's work helping them to plan next step.

Monitoring

Monitoring should be a supportive and transparent process and therefore sessions to support with marking, feedback and moderation will take place. The SLT, Subject Leaders, Heads of Years and Governors have a role in monitoring books so that they can be assured that pupils are making progress. Work is expected to be challenging and therefore children's books should show errors and errors being addressed. During monitoring focus will be on:

- Coverage of curriculum
- Appropriate levels of challenge
- Scaffolding when required
- A range of marking and feedback from above

In addition to this, planning, evaluations/marking conference sheets and moderation should highlight where errors are being addressed and work changed according to pupil's outcome.

Marking sheets and planning should be RAG rated to show that areas have been addressed or need to be revisited.

Red	Not achieved or understood and needs to be taught
Amber	Almost but need some consolidation work (maths meet, starter activity, homework)
Green	They have got it – next time you can make the work more challenging.

Further information on marking and feedback can be accessed through the following links

DfE: [Eliminating unnecessary workload around marking](#)

EEF: [A marked Improvement Case study](#)

Appendix

Marking conference sheet

Blooms taxonomy

Work to Praise and Share	Need Further Support
Presentation Notes	Basic Skills Errors
Common Misconceptions and Next Lesson Notes	

Do Now	For Tomorrow	1:1	Intervention

Date:

Lesson:

Bloom's Taxonomy

CRITICAL THINKING SKILLS

1 Knowledge Identification and recall of information	define fill in the blank list identify	label locate match memorize	name recall spell	state tell underline
	Who _____?	_____?	How _____?	Describe _____?
	What _____?	_____?	_____?	What is _____?
	Where _____?	_____?	_____?	_____?
	When _____?	_____?	_____?	_____?
2 Comprehension Organization and selection of facts and ideas	convert describe explain	interpret paraphrase put in order	restate retell in your own words rewrite	summarize trace translate
	Re-tell _____ in your own words. What is the main idea of _____?		What differences exist between _____? Can you write a brief outline?	
3 Application Use of facts, rules, and principles	apply compute conclude construct	demonstrate determine draw find out	give an example illustrate make operate	show solve state a rule or principle use
	How is _____ an example of _____? How is _____ related to _____? Why is _____ significant?		Do you know of another instance where _____? Could this have happened in _____?	
4 Analysis Separating a whole into component parts	analyze categorize classify compare	contrast debate deduct determine the factors	diagram differentiate dissect distinguish	examine infer specify
	What are the parts or features of _____? Classify _____ according to _____. Outline/diagram/web/map _____.		How does _____ compare/contrast with _____? What evidence can you present for _____?	
5 Synthesis Combining ideas to form a new whole	change combine compose construct create design	find an unusual way formulate generate invent originate plan	predict pretend produce rearrange reconstruct reorganize	revise suggest suppose visualize write
	What would you predict/infer from _____? What ideas can you add to _____? How would you create/design a new _____?		What solutions would you suggest for _____? What might happen if you combined _____ with _____?	
6 Evaluation Developing opinions, judgements, or decisions	appraise choose compare conclude	decide defend evaluate give your opinion	judge justify prioritize rank	rate select support value
	Do you agree that _____? Explain. What do you think about _____? What is most important?		Prioritize _____ according to _____? How would you decide about _____? What criteria would you use to assess _____?	