



Woodside Junior School

Policy to be Reviewed: Autumn 2022

Marking and Feedback Policy

Aims of the policy

The aim of this policy is to establish clear guidance for the marking of pupils' work at Woodside Junior School. At Woodside, we recognise that marking and feedback are an important and integral part of assessment. Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation.

Feedback is information given to the learner or teacher about the learner's performance relative to learning goals or outcomes. It should aim towards (and be capable of producing) improvement in students' learning. Feedback redirects or refocuses either the teacher's or the learner's actions to achieve a goal, by aligning effort and activity with an outcome. This feedback can be verbal or written, or can be given through tests or via digital technology. It can come from a teacher or someone taking a teaching role, or from peers. Research studies show that feedback can have a very high effect on learning.

Education Endowment Foundation

<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/>

The Department for Education's research into teacher workload has highlighted written marking as a key contributing factor leading to concerns over teachers' well-being and work-life balance. With this in mind, our school aims to provide a system of marking that is consistent and continuous across each class and year group within our school, drawing on the many different ways that teachers can respond to pupils' work. Marking and feedback will inform planning, be diagnostic and enhance pupils' learning by ultimately offering guidance on how work can be improved. Marking and feedback allows for assessment, where pupils can recognise their difficulties and mistakes. It encourages them to accept help and guidance from others. We aim to mark positively whenever possible to enhance self-esteem and confidence.

Aims of marking at Woodside:

Effective marking and feedback should:

- Be an important part of assessment of pupils' learning
- Inform future planning and learning
- Give written and oral feedback to pupils and to inform them of their achievements and the next steps in their learning
- Show work is valued and celebrated
- Demonstrate appreciation of effort
- Corrects errors and misunderstandings

Marking requirements

- Work is marked with a green pen so that compared to the pupils' writing, it is easily identifiable.
- As far as possible, acknowledgement marking is carried out daily or when a piece of work is completed.
- The primary focus of feedback and marking is based on the specified learning objectives.
- Teachers' and teaching assistants' writing is neat and legible - modelling accurate punctuation, grammar and spelling.

- Teachers and teaching assistants, where possible and appropriate, initial independent work so tracking can be facilitated if required.
- Pupils have opportunities to reflect on their learning processes at the end of each unit of work –if and when appropriate.
- Presentation of work, spelling and grammar is always taken into consideration when marking, as the school always aims for the pupils to do their best in everything that they do.
- Where work has not been completed due to interventions etc., an explanation is provided in the work book.
- Where work is missing (e.g. due to absence, work completed elsewhere etc.), an acknowledgement will be recorded in pupils' books.
- Teachers will provide pupils with opportunities to peer -assess their work.

In-depth marking in English

In-depth marking is the key to enabling children to understand their own achievements and to know what they need to do next to make progress. Feedback focuses on the pupils' particular performance in the context of the purpose of the work and in the context of their previous efforts. It provides positive feedback and promotes high expectations and progress linked to the main learning objectives.

- In-depth marking is always conducted during or after pupils' long piece of writing (fiction and non-fiction). This is best done during a unit of work e.g. formative rather than summative. Therefore in-depth marking is usually given during the writing and editing process.
- Marking focuses on what the pupils are learning and trying to improve on and needs to be linked, in most cases, to the stated learning objective.
- Marking is only of value if comments are read and/or responded to/ regarded by the pupils, therefore sufficient time needs to be planned for pupils to respond to comments –when appropriate
- A focused comment will be given, where applicable, to highlight areas of strength and a 'next step' comment will always be given to help the pupil to develop their learning further.
- Ideally feedback becomes a part of the developing dialogue, resulting in progress in relation to the learning objectives.
- Where possible 'running' comments need to be written on a margin and correct symbols used.

At Woodside Junior School we believe that correcting has its place in marking but only when it contributes to an improvement in a pupils' work. Errors need to be pointed out if a pupil is to improve his/her work - which errors and how many will depend on many factors.

Marking in mathematics

- Class teachers / adults working with pupils are expected to check pupils' work daily. This ensures that any further planning is based on the formative assessment of pupils' learning during the previous lesson.
- Correct answers are marked with a tick and incorrect answers marked with a dot.
- Based on the teacher's formative assessment from the previous day, pupils are assigned tasks to complete at the beginning of the next mathematics lesson. Class teachers will use their own discretion as to whether they use numbers/ letter codes or a short written comment to inform pupils about their 'follow-on' tasks.
- Next day tasks will fall approximately into the following three groups:
 - Where the learning objective has not been achieved – pupils to work with a class teacher or LSA to consolidate / re-cap/ re-practise main objectives of the previous lesson. This ensures that no pupil is 'left behind.'
 - Where some corrections are needed – pupils to work independently or with a class teacher / LSA if they need some additional input
 - Where the learning objective has been achieved- pupils to work independently or supported by the class teacher / LSA on extension tasks.

Marking in other subjects:

- **Cross curricular writing books** – there is no expectation for teachers to mark pupils' cross-curricular books with the exception of Year 6, where marking can be required for moderation purposes. Pupils' work and effort in their cross-curricular books is celebrated by adults giving verbal and positive feedback, pupils' work displayed and special awards presented during achievement assemblies. Work of the highest quality and effort will always warrant a special award from the Headteacher.
- **Topic / Science**– pupils' work will be marked as appropriate and it is expected that there is an element of 'in depth' marking present relating to children's knowledge or skills. Grammar and punctuation will be corrected –where appropriate. A differentiated 'thinking question', linked to the specific topic taught, will be posed to the pupils at least once during each topic or unit of work.
- **Foundation subjects**- there is no specific requirement for 'in – depth' marking; however, it is expected that pupils' work and effort will be acknowledged either by 'ticks' (as per Appendix A) or verbal feedback.

Verbal Feedback

Recent research highlights verbal feedback as the most effective form of feedback. Getting children to talk together before answering questions increases their achievement. It is the most natural and frequent feedback experience for children.

Teachers' oral feedback is to be focused on the learning intention of the specific tasks. Feedback can be given to an individual, to a group or to the whole class. Where verbal feedback has been used to give a response to written work the task will be annotated VF (verbal feedback) and may contain brief notes on the discussion had.

Pupils' response to marking

- Children are encouraged to evaluate their own work before marking, taking into consideration the learning objective and any marking or feedback given previously.
- Where appropriate, time is provided to allow pupils to reflect after marking and to take the opportunity to correct or practise certain skills, depending on the specific feedback given.
- Time will be planned to enable children to have the opportunity to evaluate their work.
- Pupils are expected to show evidence of the 'next step' feedback either in the piece of work which has been marked or in future pieces of work.

Self and peer marking

There may be times when a pupil marks their own work. For self and peer assessment, the same concept of identifying areas of strengths and areas to develop will be used. Pupils use a purple pen to show their editing/ marking / corrections. Additionally, pupils will be provided with appropriate guidance e.g. marking criteria etc.

Supply teachers

Supply teachers will be asked to use acknowledgement marking as we recognise that it is often difficult to read and digest the marking policy at short notice. Supply teachers working on a longer term contract will be expected to follow the school policy. All supply teachers will be asked to initial their marking and annotate with the word 'supply'.

Appendix A

Marking symbols

✓	Correct. This is good. Ticks may be directly above the writing/work or in the margin.
✓✓	This is excellent.
LO	(Tick/s to the left of LO)
✓✓	LO has been achieved
✓	LO has been partly achieved
sp	Indicates a spelling mistake
p	Punctuation error
·, ?!, :; () _	Any can be used in the margin to show which punctuation mark is missing.
CL	Capital letter is missing – letter to be circled
^	Word missing
T	Incorrect tense
//	New paragraph needed
?	Underline the word/phrase/sentence <u>with a wavy line</u> to indicate that it doesn't make sense.
V	Please make a stronger choice of vocabulary
VF	Verbal feedback given
R	Pupil's reflection on their learning
S	Support given (to show support needed with an adult)

Most of these symbols will be in the margin, however for lower key stage children and children with additional needs, it may be necessary to write above/next to the exact spot the error occurs.

Appendix B

Marking symbols – pupil version

✓	Correct. This is good.
✓ ✓	This is excellent.
LO	(Ticks to the left of the LO)
✓ ✓	LO has been achieved
✓	LO has been partly achieved
sp	Spelling mistake (Your teacher will indicate which words you should copy)
p	Punctuation error
. , ?! : ; () –	Any can be used in the margin to show punctuation mark is missing.
CL	Capital letter is missing – letter is circled
^	Word missing
T	Please correct your tense
//	New paragraph needed
?	The part underlined <u>with a wavy line</u> doesn't make sense.
V	Please make a stronger choice of vocabulary
VF	Verbal feedback given
R	Reflection on your learning
S	Support given (when you have worked with an adult)