

Westminster CE primary Academy

Marking & Feedback Policy

Excellent teaching and assessment are central to pupils' high attainment. Marking is regarded as an integral part of the continuous dialogue between teachers and pupils about how well they are learning. Marking should sit within the academy's comprehensive assessment procedures that are carefully linked to ensure that teaching, learning and the curriculum are responsive to pupils' needs and clearly focused on raising achievement.

Principles of Effective Marking

Effective marking should:

- Be manageable for staff
- Be positive, motivating and constructive for children
- Be at the child's level of comprehension
- Not penalise children's attempts to expand their vocabulary
- Be written in handwriting that is legible following the 'Letter Join' script
- Be frequent and regular, at least once a week for in depth marking and every piece of work acknowledged.
- Allow specific time for the children to read, reflect and respond to marking
- Involve all adults working with children in the classroom
- Give children opportunities to become aware of and reflect on their learning needs
- Give recognition and appropriate praise for achievement
- Give clear strategies for improvement
- Involve children in the same process (whether oral or written), to ensure equity across subjects and abilities
- Provide information for the teacher on the success of the teaching

A member of

- Relate to the learning objective/ success criteria of the work set e.g. science should be marked mainly for the science content, not the punctuation.
- Be consistently followed by teachers and TAs across the academy
- Use the agreed Marking Codes to correct errors that go beyond the learning objective

Procedures

- Look for progress and success before areas to develop (Identify 2 good skills/features and 1 area for development)
- Effective marking and feedback is supportive and positive for children.
- Link marking to the learning objective and success criteria. Refer to these when giving written and verbal feedback.
- Link marking to targets: pupils with IEPs, curriculum targets, personal targets.
- Acknowledge verbal comments and praise with the appropriate symbol from the 'Westminster marking Codes' sheet.
- Give positive public feedback for high achievement, as an illustration of completion of the learning objective and success criteria (Display work using visualiser, praise in class, child of the week, etc.)
- Look for persistent errors and patterns of errors, rather than every error made: be selective and sensitive in marking i.e. not every incorrect spelling will be highlighted, only words that an individual child should be reasonably expected to know (linked to High frequency words, Year group spellings, non-negotiables/ IEP targets)
- Ensure work is marked regularly and promptly to optimise the impact of revisiting, editing and improving work.
- If spellings are corrected by the teacher, they must be copied correctly by the child 5 times.
- Key stage 2 children will be challenged to identify their own errors in sentences by the teacher indicating to an error using the codes ' .sp, .p, .g- spelling, punctuation or grammar)

Outstanding Marking at Westminster Primary Academy

Westminster CE Primary Academy is committed to providing relevant and timely feedback to pupils, both orally and in writing. Marking intends to serve the purposes of valuing pupils' learning, helping to diagnose areas for development or next steps, and evaluating how well the learning task has been understood. Marking should be a process of creating a dialogue with the learner, through which feedback can be exchanged and questions asked; the learner is actively involved in the process. Research shows that effective marking and feedback and the opportunity for pupils to respond is an important factor in pupils making progress, so this policy is crucial for Westminster CE Primary Academy.

Teachers

- Teachers' marking provides **detailed suggestions** for improvements of written work and 'next steps' with time built in (R-Time) for work to be improved or developed.
- The marking of pupils' work is exemplary, with teachers providing clear information about why the pupils have done well and what they can do to improve.
- The careful marking of work by staff ensures that **misconceptions are identified precisely and addressed swiftly**.
- Teachers provide opportunities for pupils to reflect and respond to advice, creating a continuous dialogue that takes learning forward.
- Assessment is used exceptionally well to identify all pupils' next steps in learning and to plan the curriculum.
- Well understood systems for sharing targets and regular reminders during lessons ensure that pupils maintain a very **sharp focus** on what they need to do to improve.

Pupils

- Pupils have frequent planned opportunities to assess their own work and that of other pupils in the class.
- Pupils have a clear understanding of the challenging targets to which they aspire, whatever their level of achievement.
- Pupils clearly know their targets and frequently review them to evaluate what they need to do next.

Marking

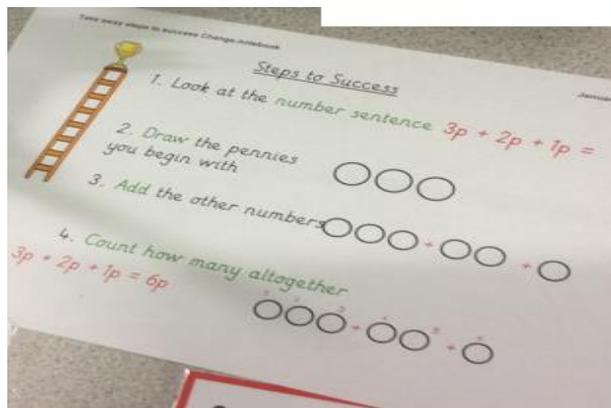
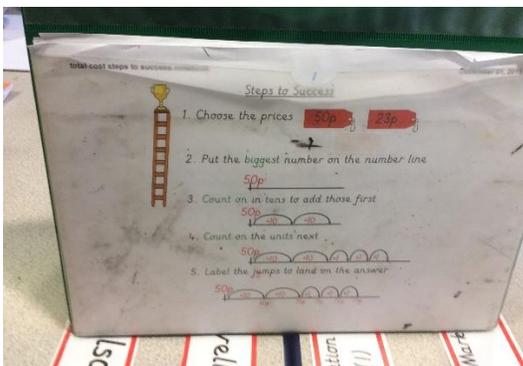
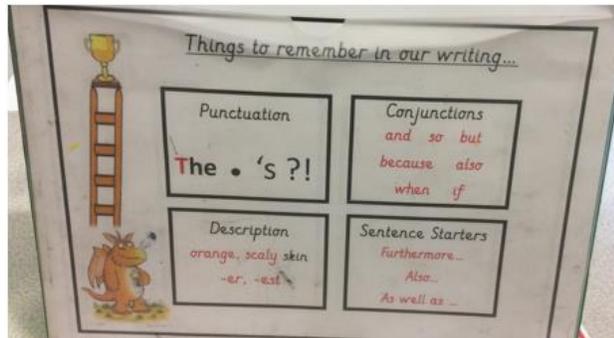
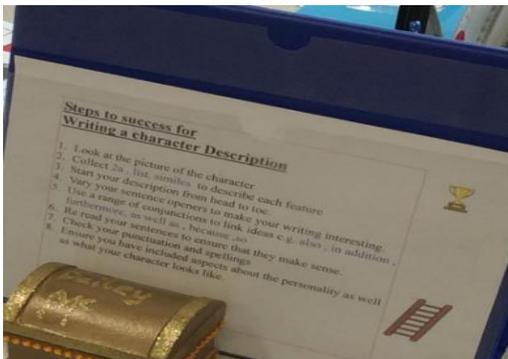
Marking must be linked to the success criteria and learning objective of the lesson

- Use **green highlighter** to identify examples of where pupils have met the success criteria within their work. (Green for Go)
 - Use **pink highlighter** to identify specific misconceptions linked to the success criteria. (Pink for Think)
- Pupils that understand this process will look for highlighting to move their learning forward, particularly following extended pieces of writing.

Success Criteria

Success Criteria's or steps to success can be used in all subjects and may include columns for self/peer assessment and teacher assessment. These should be differentiated where appropriate. These would not be expected for every piece of work, but should be used in extended writing. See the examples below

Success Criteria Checklist	
Learning objective: To Practice writing a formal letter	
1. First paragraph: explain what your letter is about	
2. Use at least 2 different connectives	
3. Include no more than 2 rhetorical questions	
4. In the last paragraph, summarise your main points and demand compensation.	



At Westminster Primary Academy we expect pupils to own their learning and be fully involved in evaluating their success as well as identifying areas for development. A number of strategies can be used to make this happen. The main three forms of marking are:

1. Peer Marking and Self-assessment

- a) Encourage pupils to see themselves as the first markers and audience for their learning and use their peers to assess work with them.
 - ❖ Locate two things they have done well linked to the learning and one area of improvement. This can be done verbally or recorded on an evidence sheet that can stuck in books under the work.
 - ❖ Train pupils to edit their work before asking for it to be marked. Children use 'Purple Polishing Pens' so that the editing and revision process can be seen. Younger children may need sentences that are grammatically incorrect identifying for them and highlighted 'Pink For think'.
 - ❖ Identify pupils a marking response partner who works with them using the success criteria to help them mark their work.(These will be changed regularly to make sure the system is fair)

- b) Use learning questions when marking pupils' work to encourage further responses and challenges in learning.
 - ❖ When marking, provide follow up questions linked to the skills children have been learning. Make questions open ended where possible. Link the questions to knowledge, skills and application of skills, but remember, the questions linked to application will enable the most memorable learning.
 - ❖ Ensure marking provides opportunities for children to respond in the form of a learning question or task linked to the feedback.

- c) Make time for children to respond - **R Time (Read, Reflect, Respond)**
 - ❖ Early morning work when pupils come in to academy makes a great time for children to respond to comments or self-assess
 - ❖ Peer assessment during lesson time or in a plenary linked to the success criteria.
 - ❖ Analyse and evaluate work using a visualizer during class sessions.
 - ❖ Use skills time to model how to respond to feedback or model with the whole class.

2. Written feedback

- At Westminster Primary we expect all pupils to receive at least one piece of in-depth marking per week in Maths and literacy and for feedback marking to be applied in Science and other subject areas on a regular basis
- Marking should always be linked to the learning objective and success criteria.
- Feedback marking in literacy should identify at least two successes and an area for development.
- The area for development must be acted upon in **R Time** by the child and be evident in future pieces of work.

- All other work not marked in-depth will be acknowledged by the teacher in the form of acknowledgements marking. This is shown with a tick or the form of oral feedback, in which case 'OF' code will be used
- For younger children or pupils who are unable to read a teacher's comments, the work should be marked and read back to the child by an adult. However it may be more appropriate for the teacher to shorten the amount of written marking by using visual codes in order to highlight where the pupil has been successful with and what the next steps are. A discussion should be accompanied by the 'OF' symbol in books.

3. Oral Feedback

- We value the use of immediate verbal feedback, particularly with the younger children. This is always given using language appropriate to the age and stage of the child.
- We teach children that it is by making mistakes and taking on challenging tasks that they will learn and progress.
- Oral feedback will always be positive and specific e.g. I liked the way you remembered to use full stops I can see how hard you worked on this. It should then be followed by a target. Next time you could try/have a go at... I will help you to
- Where appropriate staff will make notes of the conversation that they have had with the pupil. E.g. when pupils review their own books. The marking code 'OF' must always be used when oral feedback has been given.

The important point is that we expect all teachers to use marking as a means of helping pupils identify next steps which the teacher can then plan for. The major impact is time must be provided for pupils to respond to the next steps. The benefit of creating a shared culture about feedback for the children is that children become familiar with the language of learning and improving.

Praise

- Praise is an essential element of our feedback.
- Teachers praise children explaining what the praise is for
- Children praise each other verbally.
- Stickers, child of the week certificates, dojo points, etc. are used to reward effort.
- Work is shared on the working walls, displayed around academy and on the academy website.

Work Scrutiny

Teachers are involved with work scrutinies termly, accompanied by a member of the Senior Leadership team. Staff attend these meetings in order to share work, evaluate the work and look at the impact of marking. Staff must complete a 'Book Scrutinies form' to act as a record. The targets set on this form will be reviewed at pupil progress meetings.

Pupil interviews

Members of the Senior Leadership team will regularly ask pupils if they know their 'next steps' to ensure they are owning their learning experience. Pupils will be asked about targets in pupil interviews. Sample

of impact marking will be presented at pupil progress meetings and this will be the main feature of termly book scrutinies.

Westminster CE Primary Academy Marking codes

OF	Oral feedback, write this in the book to show that you have discussed the work with the child.
G	To show work as guided
I	To show work as independent
T	TARGET – try to improve this in your next piece of work and continue to build upon it.
S+	You have shown a really good understanding of the learning and your work shows your confidence in applying the learning
S	You have achieved the objective and have shown a SECURE understanding
D	You have achieved <u>some</u> of the objective but the skill or knowledge needs more practice to be secure.
E	Your work shows some basic understanding of the objective but this needs developing much more.
U	You have struggled to understand the learning and need more practice and support.
When children are peer marking, depending on age, they can use the same symbols.	
Key Stage 2 additional codes	
.sp	Spelling mistake
.p	Punctuation missing
.g	Grammar mistake

Peer Assessment

The positives in your work are:



An area for development is:



Self-Assessment

The positives in my work are:



An area for development is:



Statutory Guidance

Marking and providing feedback to pupils is a key issue for Ofsted and must be a holistic whole academy approach. There must be consistent and accurate marking through each year group and key Stage.

What Outstanding Marking looks like to Ofsted throughout an Inspection-‘GOV.UK’

Ofsted Grade	Comments that have been taken from recent Ofsted inspections
Outstanding	<ul style="list-style-type: none"> • A particular strength is the guidance teachers give pupils when marking their books. This makes a significant contribution to pupils’ excellent progress because teachers carefully check their guidance has been followed and has raised the standard of their work. • Marking and assessment are systematic and detailed with the clear academy policy followed carefully, leading to consistency in practice and expectations. Teachers’ marking provides detailed suggestions for improvement of written work and ‘next steps’ with time build in for work to be improved or developed. • Marking is thorough and gives pupils clear guidance on how to improve their work. Pupils know their targets for learning and what is expected for them to achieve at different levels.
Good	<ul style="list-style-type: none"> • The academy has examples of outstanding marking, where teachers provide pupils with clear advice on how to improve and pupil comments show their understanding of how to improve. However, this practice is patchy across academy and therefore opportunities are missed for all pupils to have this understanding. • Teachers give useful feedback to pupils about how they are doing and how they can improve their work. Marking is effective and most pupils are very clear about their learning targets. Pupils are not guided sufficiently to present their work neatly and accurately. The style of handwriting varies considerably across academy. • The quality and regularity of marking has improved, but is not always challenging enough to move pupils to a higher level. Teachers write helpful comments, but these do not go far enough to provide extended challenge for the pupils. Too many persistent errors in pupils’ work are overlooked.
Requires Improvement	<ul style="list-style-type: none"> • Marking is not rigorous enough, basic errors are not corrected and previous learning is not reinforced. • Teachers make detailed comments in their marking, but do not give pupils’ enough sufficient planned opportunities to respond with written replies or follow up on the guidance on how to improve their work.