

WHITEHALL PRIMARY SCHOOL

Marking and Feedback Policy

Introduction

At Whitehall Primary, we believe that quality, effective marking and feedback will enable children to know more, be active participants in their learning and enable them to progress and reach their potential at school.

The purpose of marking and feedback should be constructive, focusses on the success and improvement against the learning intention.

Furthermore, this policy is informed by the research undertaken by the Education Endowment Foundation which lays out three key principles, central to this policy, that is Teachers should:

- lay the foundations for effective feedback, with high-quality initial teaching that includes careful formative assessment;
- deliver appropriately timed feedback, that focuses on moving learning forward;
- plan for how pupils will receive and use feedback using strategies to ensure that pupils will act on the feedback offered.

Delivery of Feedback

Feedback is provided in three ways:

1. Immediate feedback

This is usually at the point of teaching verbally, in response to questioning, observations and in gathering evidence from pupil's work. High-quality instructions and modelling are given to help and direct pupils' focus on the task. This is often given to pupils individually or as a group, and requires an immediate action from the pupil.

2. Summary feedback

An evaluation of the learning is provided. Self or peer assessments may be used against the success criteria. A collective understanding is obtained and pupils are guided on how to move their learning forward. The feedback is pupil-centric and encourages the pupil to think about how well they are doing in the subject and how they are going to improve their work.

3. Review feedback

This informs all stakeholders (pupil, parents, leaders and governors) a snapshot of whether a pupil is on track with their understanding, how targets could be met, and encourages the pupil to implement the strategies suggested. A response to marking may be used to check for pupil's understanding.

Each Subject Leader guides the teacher in how to set out this feedback which may be written within individual subject policy. For some subjects a coded or live marking is used, which is effective (and cost-effective). Coded-marking is displayed in all classrooms for pupils to use. **Appendix 1** shows the codes used in EYFS, KS1 and in KS2 for English. Appendix 2 shows generic codes that are used for all other subjects.

Any written marking made by Teaching staff is completed in green pen. Pupils' marking, corrections and editing is completed in blue pen.

With all feedback the Teacher will use it to inform future planning and make necessary adaptations for individuals, groups or class. Careful thought is given as to how pupils receive this feedback. It should be motivating and instill self-confidence in the pupil as well as develop the school's vision for all pupils - curiosity, aspiration and independency.

Roles and responsibilities

SLT are responsible for:

- Ensuring that this policy is implemented, monitored and remains effective.
- Assessing whether feedback practices are balanced with teachers' workload.
- Reviewing this policy as and when necessary to establish whether practices are effective and consistent across all areas within the school.

Subject Leaders are responsible for:

- Ensuring all members of staff are aware of the school's procedures in terms of providing feedback.
- Provide guidance and training for staff to effectively implement this policy.
- Monitoring the effectiveness of this policy and reporting their findings back to SLT
- Carefully assessing how well pupils are progressing within their subject (through book scrutiny, learning walks, lesson observations, pupil voice).

Teaching staff are responsible for:

- Ensuring they are using and familiar with the Education Endowment Foundation guidance of which the principles of this policy are set.
- Exercising their evidence-based teacher autonomy and professional judgement whilst adhering to the expectations set out in this policy.
- Ensuring pupils understand how feedback is given in their class.
- Ensuring pupils know the routines for implementing feedback given.
- Ensuring that they adopt this policy when providing feedback.
- Using their professional judgement to determine when it is appropriate to offer more intervention support systems than just feedback.
- Monitoring the learning of all pupils within their class to ensure they are making satisfactory progress.
- Ensuring that pupils understand the feedback they have been given.
- Allowing pupils to ask questions in regard to any feedback they have received.

Teaching Assistants are responsible for:

- Ensuring verbal feedback is provided when working with a particular group of pupils or with an individual pupil. They should then inform the teacher of the progress and of any problems from a piece of work.
- Ensuring intervention work is marked and pupils understand the feedback given, and also give feedback to the class teacher.
- In the Foundation Stage, the TA working with the group of pupils is responsible for using the same marking code as the teacher.

Higher Level Teaching Assistants are responsible for:

- Ensuring they are using and familiar with the Education Endowment Foundation guidance of which the principles of this policy are set.
- Ensuring that they adopt this policy when providing feedback.
- Ensuring that pupils understand the feedback they have been given.
- Providing feedback to the class teacher, including progress, problems and possible next steps for individuals, groups and/or class.
- Ensuring they use coded-marking as deemed appropriate as individual subject policy states.

Monitoring and review

This policy is reviewed biennially by the Deputy Headteacher. Any changes or amendments to this policy will be communicated to all staff members.

Appendix 1

Marking Code for the EYFS at Whitehall

- All marking is completed in green biro.
- Positive comments are sometimes accompanied by a smiley face.
- Wherever appropriate, provide the child with a 'Next Steps' comment as a target.
- All pieces of work will have an indication of whether the child has completed independently or with some assistance.

I – independent work

TA – work supported by Teaching Assistant

T – work supported by Teacher

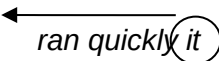
- Children always receive verbal feedback - **VF**
- Stampers and/or stickers can be used as additional rewards.
- Capital letters that are in the wrong place or missing will be circled



- Punctuation missing or not needed, will be circled or the space where it should be with the punctuation inside.  .
- Missing finger spaces between words will have a forward slash inserted. /
- No more than 3 spelling errors corrected by writing the correct spelling above the word.
- Clarification of the writing may need to be written underneath when it is not clear what the child has written.

Marking Code for Key Stage 1

- In Year One and Two work is often marked and discussed with the child present.
- The level of marking will depend on the ability of the child.
- The marking code will be used when a teacher feels that the child will be able to understand the marks made.
- Work that is seen to be good is highlighted with a small tick above the word and must link to the success criteria.
- All incorrect spellings will be underlined with the correct spelling modelled above as the marking code dictates. At the start of the next lesson pupils in year one will write out one spelling three times that has been identified by a teacher. Pupils in year two and three will write out up to three spelling errors. The number of spelling errors children are expected to correct may vary according to their ability.

Verbal Feedback	VF	
To highlight a word that is good	✓	
Spelling error	<u>watever</u>	underline word and correct modelled spelling.
Wrong punctuation		circle letter if punctuation is missing/ needs changing or not needed
Change word		underline with wavy line
Paragraphs	rushed. // Next...	double forward slash
Change tense	T [walks]	square brackets and T in margin
Change person	P 	wavy line and P in margin
Delete word or sentence	and she went	strike through word/sentence
Insert word or sentence	^	inverted open triangle to insert position
Insert space	bulb/ lit	single forward slash at space needed
Move word		circle and move to correct place

Move sentence [...] square brackets and move to correct place

Close space light house semi-circle linking words

Doesn't make sense ? over word or in margin

Marking Code for Key Stage 2

error	Marking code	guidance
spelling mistake	<u>watever</u>	underline
wrong punctuation	adam	circle the error
wrong word or phrase	nice	wavy line underneath
new paragraph needed	Rushed. //Next	double forward slashes
wrong tense	T walks	wavy line under verb and T written in the margin
something missing	On ^ tree	^ on baseline where something needs adding
Space not needed	light house	semi-circle linking words
doesn't make sense	? [did trouble come]	use square brackets round word(s) with ? in margin for longer sections/paragraphs, square bracket whole section in margin

Appendix 2

Marking Code for Maths and foundation subjects

EYFS

(See Marking Code for the Foundation Stage at Whitehall)

- In the Foundation Stage, positive comments are accompanied by a smiley face. Wherever appropriate we provide the child with a simple target. This will be accompanied by a cloud symbol.
- On all pieces of work it is indicated whether the child has completed the work independently or with some assistance.

I = Independent work

TA= Work supported by teaching assistant

T = Work supported by teacher

- Children always receive verbal feedback = VF
- Stampers and/or stickers are used as additional rewards.

Key Stage 1

- In Year 1 and Year 2 work is often marked and discussed with the child present. This will be identified by VF (Verbal Feedback) being written against the work.
- The level of marking will depend on the ability of the child.
- The Whitehall Marking Code will be used when a teacher feels that the child will be able to understand the marks made.

Key Stage 2

- The Whitehall Marking Code is organised progressively. Although the code will be displayed in all Key Stage 2 classrooms, the teacher will only use the symbols that they feel are appropriate to move the learning forward. These symbols will be explained to the pupils before the teacher starts to use them.
- Spelling errors will normally be kept to a maximum of three errors per piece of work. Pupils will be asked to correct these spelling errors.