



WIDNES ACADEMY West Bank

MARKING AND LEARNERS' FEEDBACK POLICY

Recommended by	K. Highcock		
Approved by	Standards and Staffing Committee		
Approval Date	27.4.17		
Version Number	1.2		
Review Date	September 2017		

Policy:	Marking and Learners Feedback		Page 1		
Author:	K. Highcock		Version:	1.2	
Approved by:	Standards and Staffing committee		Status:	Approved	
Date of Approval:	27.4.17	Date of Issue	April 2017	Date of Review	April 2018

CHANGE RECORD FORM

Version	Date of change	Date of release	Changed by	Reason for change
1.2	December 2015	January 2016	K Highcock	Change to marking in relation to Singapore Maths
1.3	February 2017	27.4.17	N Smith	Updates to reflect Talk for Writing and symbols review

Policy:	Marking and Learners Feedback		Page 2		
Author:	K. Highcock		Version:	1.2	
Approved by:	Standards and Staffing committee		Status:	Approved	
Date of Approval:	27.4.17	Date of Issue	April 2017	Date of Review	April 2018

MARKING AND LEARNERS' FEEDBACK POLICY

<u>CONTENTS</u>	<u>PAGE</u>
OVERVIEW	3
OBJECTIVES	3
STRATEGIES	4
OUTCOMES	5
MONITORING	5
APPENDICES:	
APPENDIX 1 – Marking Symbols	6

OVERVIEW

We will ensure that learners get the maximum benefit from their education through an entitlement to regular feedback from staff to enable them to understand their progress and achievement and what they need to do next to improve. The methods used for marking work will to be applied consistently throughout the school, and they will be linked to the policy on assessment, recording, and reporting.

We will recognise that marking is only one of many possible methods of responding to learners' work and share opportunities to praise work verbally, to award stickers or nominate children for certificates and special mention in Celebration Assembly. All of these feedback strategies are included in this policy.

OBJECTIVES

- To further the staff member's awareness of the learner's current stage of development, and identify next steps for progress
- To give learners accurate feedback on their progress and achievement, agreeing and setting challenging targets for improvement
- To promote a positive self-image for learners, in accordance with the school aims, and through this encourage them to value and take pride in their work
- To celebrate and reward learners' achievement and progress
- To help learners to critically reflect on their own work, and aim higher
- To promote consistency of marking throughout all the classes and between adults working in the same class
- To provide evidence for assessment, recording and reporting
- To understand that not all tasks require written feedback but that those that do receive meaningful / constructive comments

Policy:	Marking and Learners Feedback		Page 3		
Author:	K. Highcock		Version:	1.2	
Approved by:	Standards and Staffing committee		Status:	Approved	
Date of Approval:	27.4.17	Date of Issue	April 2017	Date of Review	April 2018

- To recognise that, for it to be effective, marking has to be kept current as once it is too far removed from the original task it may no longer be of any interest.

Talk for Writing within the Marking Policy

Children's written work will be assessed formatively to enable staff to know what the children can do and use this to establish what they need to teach next. Marking and assessment will always feed into follow up work and inform planning.

When marking a Cold Task staff will:

- Observe children as 'writers' and determine their learning habits.
- Decide what features need to be focused on to enable them to succeed at a text type.
- Adapt the unit to fit the need of the cohort e.g. writing or adapting the model text to exemplify the features needed or by deciding what groups of children need to improve upon to create target groups.

This will be a 'short mark' as it serves the purpose to inform the teacher's planning.

As children move through the Innovation/Invention stages, marking will focus on setting improvement targets.

Staff will recognize effective aspects e.g. word choice, sentence structure through the use of a highlighter. In this way, children can start to see how they are applying strategies and becoming authors in their own right. Children will be trained to look for these highlighted sections and to see what they have done well. The use of highlighters in marking will be confined to English/Writing books only. The general marking principals will continue to be followed within topic and Science books.

Tips will be given as to how to better apply features taught and pupils will respond to feedback to in purple pen.

After completing the Hot Task, teachers can identify what needs to be focused on next and children will be able to see how their efforts have changed their work over the unit.

General principles

- Work will be marked using green pen by staff members with supply or replacement teachers marking in black pens.
- Staff will model the handwriting policy in their marking.
- Marking will be informed by the use of 'I Can' statements. Put simply, these are the learning objectives for the lesson written in 'child speak'.
- Comments and the marking of work will provide clear and easily understood feedback and will consist of positively phrased written comments that the pupil can understand, with sensitivity shown to the number of mistakes highlighted for younger and less confident pupils.
- Only those mistakes that are associated with the current learning objectives or the pupil's individual target will be highlighted e.g. particular spelling patterns, forms of punctuation

Staff will, as a general rule, focus on common exception words and word lists for the year group when correcting spellings. Some spellings to practise may be given as part of the marking process.

- There will, whenever possible, be an opportunity for the pupil to participate in this process so that there is a shared perspective. This will be achieved by the pupils

Policy:	Marking and Learners Feedback			Page 4	
Author:	K. Highcock			Version:	1.2
Approved by:	Standards and Staffing committee			Status:	Approved
Date of Approval:	27.4.17	Date of Issue	April 2017	Date of Review	April 2018

self assessing through the use of faces as follows



- The smiley face to indicate that the pupil has understood the objective, straight face to indicate that the pupil needs some consolidation but has generally understood the objective and a sad face to indicate that the pupil requires help with the objective as they have not grasped it.
- Oral feedback should be used whenever possible and it should be given as the pupil is engaged in the learning process rather than later. Where this takes place it should be recorded in the child's book using the symbol 'VF'
- Feedback and marking will celebrate and reward success and tell pupils what they need to do next to improve through the use of two stars and a tip.
- Children will be given the opportunity to respond to the written feedback by using a purple pen (or pencil where it is deemed appropriate). If using peer feedback, a coloured pencil will be used.
- Feedback and marking will result in clear targets being agreed for improvement.
- Wherever possible, staff will try to give feedback and mark work during lessons when pupils are present. This is particularly the case when a teacher is engaged with a guided group activity.
- Where they are capable, pupils will be given responsibility for summarising feedback and recording it themselves.
- Pupils may also be 'markers' of other's work through the use of trained response partners within class enabling pupils to reflect at the drafting stage.
- There will be consistency of approach through verbal and written marking across the school.
- In the interests of reducing staff work load, marking should fall within the working day (including planning, preparation and assessment time).

For each of the above, every effort should be made to ensure:

- The comments are meaningful to the pupil, and related to their level of development.
- Sensitivity is shown and pupils are not unfavourably compared with their peers.
- Learning outcomes are used to inform targets or expectations for the future, and this 'feed-forward' is shared with the pupil.
- Particularly good work or effort is chosen to receive additional attention and celebration. Pupils can be sent to another adult, another class or to the Headteacher during break times. Staff can do this with the confidence that those other adults will take the time to look at, praise and perhaps reward the pupil's work.

Policy:	Marking and Learners Feedback		Page 5		
Author:	K. Highcock		Version:	1.2	
Approved by:	Standards and Staffing committee		Status:	Approved	
Date of Approval:	27.4.17	Date of Issue	April 2017	Date of Review	April 2018

OUTCOMES

Marking and feedback will be carried out professionally and learners will benefit from its high quality. It will be used to encourage and celebrate learner's achievement and progress. It will be used to underpin clear and accurate feedback to learners and parents. The marking policy will be reviewed on a regular basis by all staff to ensure that it is effective and workable.

MONITORING

Members of staff have regular opportunities to scrutinise pupils' work, for different purposes. Senior managers may do so in their capacity as team leaders within the Performance Management process. Subject leaders will do so as part of the monitoring cycle for their subject. Assessment co-ordinators will take a sample of books each term to evaluate the effectiveness of this policy.

It is however the responsibility of teachers to ensure the approaches detailed in this policy document are carried out by all adults who regularly work within the classroom.

RELATED POLICIES

ASSESSMENT FOR LEARNING

ASSESSMENT, RECORDING AND RECORDING

Policy:	Marking and Learners Feedback			Page 6	
Author:	K. Highcock			Version:	1.2
Approved by:	Standards and Staffing committee			Status:	Approved
Date of Approval:	27.4.17	Date of Issue	April 2017	Date of Review	April 2018

APPENDIX 1

Marking Symbols

Marking Written Work



LO achieved and appropriate effort given to task



Working towards the LO with support needed



LO not achieved

VF

Verbal feedback



Incorrect spelling



Missing/Incorrect punctuation



Missing/Incorrect capital letter

//

New paragraph

^

Missing word

In Upper KS2

SP

Look up word in dictionary

In Maths



Supported work



Independent (to indicate the support had been withdrawn)

Policy:	Marking and Learners Feedback		Page 7		
Author:	K. Highcock		Version:	1.2	
Approved by:	Standards and Staffing committee		Status:	Approved	
Date of Approval:	27.4.17	Date of Issue	April 2017	Date of Review	April 2018