



WIDNES  
ACADEMY

ASPIRING AND ACHIEVING

# MARKING AND FEEDBACK POLICY 2022-2023

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**Next Review Date:** 13<sup>th</sup> December 2023

**Link:** Mrs L Kirchin

A GREAT  
PLACE  
TO BE A  
PART OF

## MARKING AND FEEDBACK POLICY

### INTRODUCTION

At Widnes Academy our policy has been reviewed and formulated in line with the recommendations and guidance from the Education Endowment Foundation. This reflects our ongoing commitment to encourage and support our children to be the best they can be.

We recognise that marking and feedback are crucial to the assessment process and if done effectively can enable children to become independent and confident to take the next step in their learning. We believe that marking should be ultimately focused on the child but also be manageable for teachers. In line with our inclusive policies it should be relevant and responsive to individual learning needs ensuring that it is seen by children as a positive means to improving their learning.

We therefore aim to:

- Establish opportunities for prompt and regular written or spoken dialogue with children as part of our daily routine.
- Ensure that both teachers and children are clear about the learning objectives of a task and the criteria for success.
- Ensure children are praised when their work reflects the learning intention or success criteria.
- Provide children with time to act on the feedback they are given.
- Ensure that teachers provide constructive suggestions about the ways in which the children might improve his/her work
- Ensure that we celebrate and reward children's achievement and progress
- Enable children to critically reflect on their own work and identify how they can improve.
- In line with school values to develop children's character.

### STRATEGIES

#### **Feedback**

This can be either oral or written but should always be focused firstly upon the learning objective and personal target (set through 1-1 conferencing) and then on other age-appropriate features, with a focus on spelling rules/phonics lists/high frequency words. For this to be successful children need to understand both the learning intention and what they need to do to achieve the learning intention. This enables the child to know what the teacher will be looking for in the finished piece of work.

#### **Verbal feedback**

This feedback is oral and mostly given at the point of learning, or as close as possible. The feedback may be individual, group based or to the whole class. This feedback will be given as a result of assessment for learning conducted by staff,

## **Marking**

All work will be acknowledged in relation to the Learning objectives with a tick or dot, mostly within the lesson. When deeper marking takes place teachers will use pink highlighters to identify where a child has met the learning objective and green highlighters to identify where they need to improve.

## **Conferencing**

This will be completed at least 3 times per year. Each child will receive a 1-1 conferencing session. During this session, the teacher will sit 1-1 with a child and discuss their writing in depth. The children will receive 3 specific, personal targets for them to focus in on. There will be particular focus on the learning outcomes covered throughout the unit as well as age-appropriate spellings/phonics and basic skills. A record of the agreed targets will be kept and referred to by the children whenever they are writing.

## **Marking Spelling, Grammar and Punctuation**

Spelling, grammar, punctuation and handwriting will be addressed using the whole school symbols highlighted below. There will be a sharp focus on non-negotiables (content taught in previous years) and taught spelling rules.

## **Self-marking**

Children will be encouraged to self-evaluate wherever possible. Children can develop the ability to identify their own successes and look for their own improvement points, encouraging our children to self-regulate and reflect

## **Peer-marking**

When necessary, children will be encouraged to mark or analyse the learning of their peers, offering any suggestions to correct or improve.

## **Maths**

Teachers will:

Always ensure correct/incorrect work has been addressed

This may be done through:

- Verbal feedback given or comments where necessary learning to the children responding in purple pen. This may be, at times, addressed in subsequent lesson to address misconceptions (VF in books with comments discussed)
- Using quality questioning to challenge children's reasoning and communication about mathematical ideas and vocabulary
- During the explore section, if necessary, children are challenged to use a variety of methods/representations
- During 'Guided Practice' children complete tasks with demonstration from the class teacher modelling expectations. Children are to mark guided practice with the teacher using purple pen (y2-y6).
- If children have met the learning intention and all learning has been marked and reflected upon they are offered a challenge which moves them on to dive deeper, extension and

challenge activities. All these activities are planned to extend the children's learning and challenge their understanding.

All editing/corrections completed by the children is in purple pen.

**Marking in books across all areas of the curriculum – Y1-6**

This will be in green pen (teacher) or purple pen (self-marking by pupil) and will mostly be done during the lesson. Children will correct their work with purple pen, where appropriate, if the child has received verbal feedback VF will be added. There should be evidence of children correcting their mistakes to show they understand where they went wrong across all areas of the curriculum.

In all areas of the curriculum, learning objectives will be marked with the appropriate symbol depending on whether the child has achieved, partly achieved or not achieved the learning objective.

- Achieved                                    ✓   ✓
  
- Partially achieved                        ●   ✓
  
- Not achieved                                ●

The following symbols may be seen in books across the curriculum

- Incorrect                                    ●
  
- Correct                                        ✓
  
- Incorrect spelling                        SP
  
- Verbal feedback                         VF
  
- Grammatical error                        0

Green pen            - teacher comments

Purple pen           - children's response



**Pink Highlighter** – indicates evidence of achieving learning objective

**Green Highlighter** – indicates an identified area of development and may be accompanied by a follow up comment

## In Maths



Supported work

## Pupil Voice

As part of the development of our policy we consulted our school council and asked what they liked seeing in their books and the type of marking they believe helps them to improve

The children's responses were summarised as follows:

- The green pen helps us to make our writing even better.
- Pink shows us what we have done well.

## **EQUALITY STATEMENT:**

Under the Equality Act 2010, we have a duty not to discriminate against any person based on 'protected characteristics'. We believe it is in line with the Equality Act as it is fair, does not prioritise or disadvantage any pupil and it helps to promote equality at Widnes Academy.

## **MONITORING**

This policy will be reviewed by the English Co-ordinator in consultation with the SLT within school regularly. The effectiveness of this policy is demonstrated through subject reports to governors. It will be reviewed on an annual basis or earlier if required.