



Woodbridge Junior School Marking and Feedback Policy

Quality Feedback and Marking Policy 2017

At Woodbridge Junior School we believe a successful quality marking and feedback policy will contribute to all children being active participants in their learning and to the raising of standards.

It will also ensure:

- Continuity and consistency in our approach to the children's work
- Make expectations clearer to pupils, teachers and parents
- Help in the assessment, both formal and informal, of pupil progress
- Provide a model that pupils can use themselves when assessing their own work

Marking and feedback has three purposes:

To help pupils:

- 1) Understand what they have done well
- 2) Understand how to improve
- 3) Make visible signs of improvement as a result of feedback

Effective marking should:

- Provide clear feedback to children about the strengths and weaknesses of their work and ensure marking relates to the learning objectives or TINTIN
- Recognise, encourage and reward children's efforts and progress.
- Encourage children to strive and improve.
- Direct children to what they need to do to improve their work and the next steps they need to take.
- Help parents/carers understand strengths and weaknesses in their children's work.

Feedback

- Marking is only of value if comments are read and responded to.
- Wherever possible, marking will take place with the children. It offers guidance as to the extent to which learning objectives have been met and suggests the next steps children might take in their learning.

Assessment and feedback during the lesson:

- All pieces of work will contain the date and reference to the objective (either through the title or explicitly). Younger children/SEN may need supporting with this.
- The teacher will share the WALT and Steps to Success which will usually be differentiated into 3 steps – red, amber, green.
- The teacher should discuss the WALT and steps to success during the lesson, making observations, addressing misconceptions or sharing examples in mini plenaries or to move on where learning has exceeded expectations.
- Children will be encouraged to assess their learning against the steps to success.
- When appropriate, children may mark their own or another child's work but this must always be reviewed by the class teacher. (An additional written comment by the teacher is **not** required unless the teacher feels the need to identify any further corrections.) All children will

have a red pen for self and peer assessment. Pencil crayons or felt tip pens are not to be used.

- Peer assessment will focus on the child's identified TINTIN and basic corrections. They may also focus on steps to success of the lesson. A template for the peer assessment can be found on the server. (**Server W – Peer marking folder**)

Assessment and feedback after the lesson:

- The teacher will mark against the WALT, steps to success and TINTIN as appropriate.
- Teachers will comment on spelling and grammar in the following cases:
 - If spellings and grammar were part of the lesson focus / objective;
 - If it is a spelling / high frequency word or phoneme that all pupils should know;
 - If it is related to the child's target;
 - If it relates to technical / key vocabulary.
 - If the child is not using previously taught grammar or punctuation.
 - Handwriting can also be commented on where appropriate.
 - Only 3 spelling mistakes should be picked up during any single piece of work unless the ability of the child means they should be correcting more. (Spelling to be rewritten by the child underneath their work – not in the margin.)
- Written comments should be neat, legible and written in green.
- The teacher should aim to mark work prior to the next lesson.
- Marking comments should aim to be as specific as possible.

Symbols and abbreviations

It is important to ensure that the relevant codes are used where appropriate. The teacher or child should write the code in the top left hand corner of the page (or use a stamp).

VF = verbal feedback

ST = supply teacher

GW = Guided work

PW = Paired work

If a child is supported the supporting adult should write their initials and support on the page.

Specific guidelines for Literacy

- Teacher/TA **guided groups** will be marked, where possible, in lesson time alongside the child. **Key word marking** will identify where verbal feedback has been given and children should then respond accordingly. Orange highlighter will be used to identify progress made towards their **TINTIN**.
- *For example, if adjectives need to be included the teacher may write the word adjectives in the margin. Within the following paragraph/section of writing we would expect to see adjectives being used. This provides feedback at the point it is needed and allows the children to address the error/misconception within the lesson.*
- For non-guided groups, all pieces of composition will be marked by highlighting the examples of where the steps to success or WALT have been met that day. This should be done using a **pink highlighter**. There is no requirement for an additional comment on what the child has done well.
- An area for development will be highlighted by **underlining / indicating in green**. This will be linked to where the steps to success have not been met, or where basic skills errors have

been identified. Errors with basic skills in spelling, grammar and punctuation must be picked up and corrections expected. The relevant code should be used so that children know what they are trying to correct. When a spelling mistake is identified, children will copy and correct it 3 times underneath the work. Teachers should then take care to check that the same mistake is not being repeated regularly. If so, a focussed teaching session may be required or work sent home for the child to practice. It could also become a TINTIN so that it is a key focus area.

- Examples of where the child has addressed their TINTIN target will be **highlighted in orange** and the **orange thumbs up stamp** will be used to show some progress toward achieving the TINTIN is evident. This is a critical element of ensuring progress and the child's TINTIN should always be marked against.
- If a child has achieved the WALT and has made TINTIN progress then a **pupil response** stamp can be used to demonstrate deeper learning around the subject. Not all children will require this piece of marking, and it should be used once the teacher is confident that the child has grasped the concept taught in the lesson. Questions should focus on the application of the skills taught and should avoid yes or no answers. Teachers will use the question stems on their Working Walls as support.
- The drafting books enable basic skills errors to be corrected before the child 'publishes' his / her work. There is no requirement for developmental marking in draft books as the agreed editing symbols will be used.
- Deep marking = Each final 'big write' that is completed at the end of the unit needs deeper marking so that the child knows what they have done well. Using the **pink highlighter** teachers need to identify genre features that have been applied during the "big write". There are a selection of genre checklists for each year group to be used – these can be found on **Server W – Literacy 2016-17 – Genre checklists**.
- Additionally the teacher would expect that the current TINTIN will have been successfully met during the unit. – the **TINTIN ACHIEVED** stamp will be used to show this. If not, consideration will have to be given to the appropriateness of the TINTIN. Either way, a new one should be set from AfL during this final write unless it was met early and a new one has already been set. Use the **NEW TINTIN** stamp to set your new targets following your final write, ready for the next genre.

Specific guidelines for Numeracy

"Marking" is taken to mean the process whereby a teacher looks at a piece of pupil's written work, examines it for errors, misconceptions and/or conceptual and procedural fluency and responds in some way either in writing, speech or action.

Formative assessment which supports pupil learning is built into lesson design. This includes well-structured classroom activities involving conceptual and procedural variation, regular opportunities for discussion of answers and strategies and interaction and dialogue focusing in particular on key ideas and concepts (including misconceptions) and effective, efficient strategies of working mathematically.

As the most important activity for teachers is the teaching itself, supported by the design and preparation of lessons, marking and recording evidence should not be too onerous or time consuming.

- Within maths lessons the majority of marking will take place at point – teachers and ATs will circulate guided groups and provide feedback within the lesson, alongside the child.

- **TINTINs** should be set weekly or at the beginning of each unit and recorded in books (On a TINTIN record sheet). This will enable the child to know their end goal. Each date that progress has been made on the TINTIN should be recorded on this sheet in order to keep the child aware of how well they are doing during this unit and how close they are to their end goal. Examples of where the child has addressed their TINTIN target will be highlighted in orange and the thumbs up stamp will be used. Comments can be made as appropriate. This is a critical element of ensuring progress and the child's TINTIN should always be marked against. When a TINTIN has been achieved, the '**TINTIN achieved**' stamper should be used to communicate this to the child.
- '**Green Work**': Corrections or an area to take another look at should be highlighted / underlined in green. This green work should be something the child can have a go at without intensive teacher support and any common class misconceptions should be addressed in a teaching group. Children should be given time to respond independently to the green work before they do their next piece of work. Teachers should scaffold the green work where necessary, e.g. through models or writing the number sentence. Children to respond to green work in a '**Purple polishing pen**'.
- A '**Pupil Response**' stamper at the end of a piece of work will provide a 'greater depth' question or comment aimed at deepening understanding. Not all children will require this piece of marking, and it should be used once the teacher is confident that the child has grasped the concept taught in the lesson. Questions should focus on the application of the skills taught and should avoid yes or no answers. Teachers will use the question stems on their Working Walls as support.
- If the learning objective has not been met, this should be indicated through a comment that states a plan of action to support the child, e.g. *We will look at this together tomorrow* or *We will try using.....to help you meet your WALT/TINTIN.*
- Occasionally the next steps comment will not require a written response from the child but they should still initial it.

Evaluation

- Frequent work scrutiny and discussions with pupils will be undertaken by senior leaders to ensure the three purposes of marking are of a consistently high quality throughout the school.
- Policy written: March 2017
- Approved by governors:
- Review:
- Updated: