



## SCHOOL POLICY FOR: Feedback and Marking

Date Reviewed: May 2015

Review: May 2016

### 1. Purpose:

At Windmill Primary School we believe that marking should provide constructive feedback to every child to help them to;

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

"Pupils understand well how to improve their work, which goes beyond whether they know their current 'target grade' or equivalent." *Ofsted School Inspection handbook Sept 2014*

### 2. Principles:

We believe that quality marking should:-

- **Be accessible to children.**
- Provide constructive and timely feedback to every child.
- Focus on success and improvement needs against learning objective.
- Give children opportunities to become aware of and reflect on learning needs.
- Be used as a formative assessment tool.
- Take the form of verbal or written feedback to the pupils.
- Involve all adults working with children in the classroom.
- Give recognition and appropriate praise for achievement.
- Allow specific time for children to read, reflect and respond to marking.
- Inform future planning and individual target setting.
- Use consistent codes throughout the school (see Appendix 1).

### 3. Code of Practice:

- Marking must be legible to the pupils.
- All work must be marked before the next lesson.
- Agreed marking notation to be displayed in all classrooms and followed.
- Pupils to self-assess at the end of every lesson and use peer assessment when appropriate.
- TAs should mark work for any group or individual that they have worked with (following agreed codes) during the lessons in green pen.
- CTs/TAs can use stickers to praise good work and effort.
- Mark in blue pen and respond to children's developmental comments in blue too.
- Our whole school behaviours for learning (*Secrets to Success*) need to be referred to in marking following agreed codes. (See Appendix 3)



Ofsted will look to evaluate learning over time, using scrutiny of pupils' work, with particular attention to 'whether marking, assessment and testing are carried out in line with the school's policy and whether they are used effectively to help teachers improve pupils' learning.' *Ofsted School Inspection handbook Sept 2014*

## 4. Developmental Marking:

Developmental marking should be used to assist with, reinforce or extend a child's learning through appropriate challenge.

In written work the teacher will:

1. Double tick (✓✓) places where the pupil has shown the best examples of success against the learning objective.
2. Write a 'developmental marking comment' below the pupil's work, showing the comment with an arrow (→).
3. Give the pupils time to respond to the marking in the next lesson.

In maths the teacher will:

1. Tick all correct answers.
2. Cross/Dot any wrong answers and give children the opportunity to correct answers if required.
3. Write a 'developmental marking comment' below the pupil's work, showing the comment with an arrow (→).
4. Give the pupils time to respond to the marking in the next lesson.

To ensure all pupils understand how to improve their work, different types of prompts should be used. Mixtures of challenge, reminder, process and example prompts are used as appropriate to help pupils to understand.

See *developmental marking prompts in Appendix 2.*

## 5. Spelling:

Where required and as necessary, three spellings will be identified within a piece of work for children to practise. These will be high frequency words or subject specific. These words will be underlined and then written below the work for the children to re-write 3 times.



## 6. Consistency:

The three purposes of marking should be evident in all classes in all subjects throughout the school.

Sometimes it is appropriate to give feedback verbally and sometimes it is more effective to give written feedback. Each time, the three purposes of marking should be developed.

Where verbal feedback is given for pupils' recorded work, it is often appropriate to use 'key word marking' which is an indication that verbal feedback has been given. This is to help both pupil and teacher remember what was discussed so that progress can be made in the future. (See 'key word marking' example in Appendix 2)

To be OUTSTANDING, we need to ensure that;  
Consistently high quality marking and constructive feedback from teachers ensure that pupils make significant and sustained gains in their learning. *Ofsted School Inspection handbook Sept 2014*

## 7. Evaluation:

Frequent work scrutiny and discussions with pupils will be undertaken by middle and senior leaders to ensure that the three purposes of marking are of a consistently high quality throughout the school.



## Appendix 1

### Agreed Marking Codes

**Daily codes:** To be written next to the LO

- ☺ Objective achieved
- ☹ Objective partially achieved
- ☹☹ Objective not achieved

**Pupil self-assessment codes:** To be written next to the LO

- Pupil thinks they have achieved the objective (G)
- Pupil thinks they have partially achieved the objective (O)
- Pupil thinks that they have not achieved the objective (R)

**Developmental Marking Codes:**

- ✓✓ Show examples of success against LO
- Tells child what their developmental marking comment is

**Additional codes:**

- V Verbal feedback given – Key word marking below the V.
- I Independent work
- AG Adult Guided work – Teacher or TA – include an adult:pupil ratio for group
- AI Adult initiated (EYFS/Year 1)
- CI Child initiated (EYFS/Year 1)
- S Supply – to be used by all supply teachers when marking work.

**Blue Pen: Windmill Teacher marking**

**Green Pen: Teaching Assistant marking**

**Red Pen: Children's response marking/editing (Red Response)**

**Black Pen: Supply Teacher marking**

**All adults other than the class teacher to initial marking.**



## Appendix 2

### Developmental Marking Starters:

- Give me an example...
- Tell me how...
- Explain how...
- Finish this sentence...
- Write...
- Choose...
- Why...
- How would you...?
- Improve this sentence...
- Re-write this using...

This list is not exhaustive but please ensure that all comments can enable children to respond with an improvement and not a yes or no answer.

***Closed question marking is a waste of time and does not drive learning forward.***

### **'Key Word Marking'**

Example: If Jonny is finding the grid multiplication method tricky, you will most likely spend some time discussing the strategy with him. Key word marking for this would look like;

**V** Discussed grid method strategies; partitioning and recombining. MC (*your initials*)

### **Note: Marking for Reception/Year 1 Pupils**

It is at the teacher's discretion as to whether pupils are given developmental marking, asked to respond to marking or asked to self-assess. This will depend on the time of year, ability and general understanding of each child.

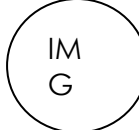



## Appendix 3

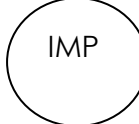
### Secrets of Our Success Codes: -

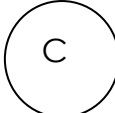
The following codes are to be used in pupils' books when they have demonstrated one of our behaviours for learning.

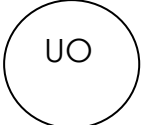
Try new things = 

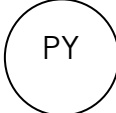
Imagine = 

Work hard = 

Improve = 

Concentrate = 

Understand others = 

Push yourself = 

Don't give up = 