



## THE WESTON FEDERATION OF SCHOOLS

### Marking and feedback policy

The Weston Federation expects all staff to recognise the purpose of marking and feedback – to improve pupil progress by identifying misconceptions which will be addressed by the teacher, highlight next steps in learning and inform future planning. Senior leaders expect marking to be consistent across classes, Key stages and school sites. This allows us to support staff and pupils in implementing the policy to maximum effect. We also celebrate achievements and effort, as both are a vital part of the ethos of our schools and we encourage staff to do this on a regular basis. We recognise this can be achieved in a number of ways other than by marking in books.

#### **Aims of feedback**

Marking and feedback informs planning, addresses misconceptions and improves pupil progress.

Different strategies work for different pupils and we strive to ensure that all pupils are involved in the marking process by differentiating the way in which we mark based on the needs of the individual pupil.

Leaders expect regular direct marking by the teacher. However, work may also be peer assessed, self-marked and marked by support staff. In all cases the work is expected to be seen by the teacher to confirm standards and note any future actions to inform planning or intervention. Work may be marked with or without the pupil present, within the lesson, in feedback sessions or during the teacher's own time. The leadership team does not expect staff to be investing large amounts of their personal time in the marking of work. Senior leaders are expected to champion a healthy work/life balance and regularly review systems to introduce new ways of working, reducing staff workload whilst still constantly improving impact on pupils.

#### **What does marking look like?**

A range of strategies are employed across the school sites, these will differ in challenge, volume and mode dependant on the age, ability and needs of the pupils.

Marking, whether oral or written, develops as the pupils get older but always has the focus of creating the learning footprint that actively shows improvement in work.

Early Years staff will mostly respond to work verbally but will always “mark” work that has been discussed or assessed with the pupil. In the Foundation Stage and Key Stage One, objectives at the top of a piece of work will be highlighted to indicate their success (Pink - needs more work, Orange- working towards, Green- achieved). When appropriate next steps and fix-its will be used.



In Key Stage One, teachers will correct errors that do not meet the non-negotiables for standards in books. “Next steps” inform the pupils how to move their learning forward and “Fix its” enable pupils to improve their work by making corrections. This will ensure individual needs are met to ensure progress. Feedback is given if work is incorrect to support pupils’ understanding. In Key Stage Two, teachers may also tick the corresponding objective on the success criteria when a target has been met. In Key Stage One, ‘Fix its’ will be marked using green pen and in Key Stage Two, teachers will mark work all work in green pen. Teaching assistants will mark work using pink pen in Key Stage Two. Teachers may use comments to embed or to move learning forwards.

Correct work will be marked with a tick. When work is correct, a next step may be required dependant on the child’s needs. The use of layered questioning means that all children should be appropriately challenged during lessons. Not all work requires a written comment.

When work is incorrect it should be corrected following verbal feedback, modelling or 1:1 support from a member of the teaching staff. Incorrect work will be denoted as incorrect according to the visual symbols on the next page.

In Key Stage Two, all work is independent unless otherwise stated.

Teaching staff will follow the visual marking policy laid out below:

Symbol	Meaning
✓	Correct
x	Incorrect
	Spelling error to be self-corrected or supported where necessary (Juniors) and written out 3 times to embed (Infants)
	Box for correction in Maths (Infant site)
( )	Grammar correction

○	Error or omission
NP //	Paragraph
NS	Next steps
VF	Verbal Feedback
I	Independent work
S	Supported work
G	Guided Work

### **Types of marking**

**Written marking/feedback:** At the end and during the course of a piece of work, staff are expected to target the most relevant points to support a child's learning (e.g. it's not necessary to comment on the incorrect use of the past conditional tense if the child can't spell common CVC words accurately). There is no expectation for the number of spellings to be corrected, no demand for comments/next steps to be on every piece of work and no requirement for a percentage of work to be marked in greater detail.

**Live marking:** Teachers and support staff will assess work at the point of learning during the lesson – this should show impact at the side of the work, this may be taught through a visual model, verbal feedback or a written comment. This type of marking takes place during the lesson and allows pupils to benefit from one to one interaction with staff in order to improve their work.

### **Verbal feedback:**

When this is the case there is expected to be some measurable action as a result of the conversation that took place – the learning footprint must always be created. Verbal feedback is used daily in the Foundation Stage.

**Peer/ self-marking:** For certain types of work children may be asked to mark their own efforts against a given success criteria or answer sheet. For other types of work such as mental maths tests or spelling corrections pupils may be asked to mark each other's work using purple pen.

**Double tick:** The teacher will double tick a piece of the work which has met an objective for the lesson -the child will respond in the margin why this element of the work has been double ticked showing their understanding of the positives they have achieved in their work.

**Post it and plant it:** Used for frequent mistakes, for example full stops. A simple comment such as “check your full stops” is written on a post it note and simply transferred day by day to the next page as a handy reminder for the pupil.

**Target marking:** Used when children are repeatedly struggling with one specific concept eg commas. This is the only element of the work that will be assessed, for example the teacher focuses 100% on the use of commas and builds next steps around this.

### **Secretarial features**

Not every spelling, punctuation or grammatical error will be addressed in every piece of work. Corrections of this nature will focus on what is most beneficial to the child and in a manageable amount.

High frequency words and topic related words will be prioritised followed by spelling patterns in line with age related expectations. Spellings will be corrected in the wider curriculum, especially with technical language, for example “rhombus” in maths and “voltage” in science.

At the end of Key Stage One, children will be asked to edit their own work in order to self-correct, developing this independent learning and providing pupils with strategies to foster positive learning behaviour. Redrafting work is a key part of the improvement process. A final piece of work may appear to be lightly marked, however the pupil will have received a detailed amount of input and feedback into previous efforts. Work is expected to be regularly displayed and should be labelled appropriately with a description of the task, the children’s names on their work and their thoughts about what they have learned as well as surrounding displays of any relevant vocabulary.

### **Monitoring and review**

The Senior Leadership Team will regularly monitor the effectiveness of the marking policy through work scrutiny, learning walks and lesson observations. They will also talk to pupils about feedback they receive and ensure it is positive, constructive and relevant.

This policy will be reviewed and amended in December 2021.