

YSGOL GYNRADD GWAELOD-Y-GARTH PRIMARY SCHOOL



# Polisi Marcio ac Adborth



Cyfnod Sylfaen  
Cyfnod Allweddol 2

YSGOL GYNRADD GWAELOD-Y-GARTH PRIMARY SCHOOL



# Marking and Feedback Policy



Foundation Phase  
Key Stage 2



## Marking and Feedback Policy

### Introduction

'Feedback is one of the most powerful influences on learning and achievement'

*(Hattie and Timperley 2007, Review of Educational Research March 2007, Vol. 77, No. 1, pp. 81-112 )*

This policy sets out how the use of effective marking, Feedback and response is consistently utilised across our school to benefit our pupils.

Effective Feedback given to pupils through marking and reviewing work will provide constructive steps for every pupil to ensure progress. It will focus on success and improvement needs against learning intentions and success criteria; enabling pupils to become reflective learners and to close the gap between current and desired performance.

### **1. Aim**

The aim of this policy is to ensure clear understanding of the purposes, procedures and processes of effective marking and Feedback to pupils regarding their work in order to maximise progress and support pupils in becoming effective learners.

Effective marking and Feedback is integral to good teaching and learning processes. By empowering pupils to be actively involved in understanding how they are making progress, it helps to embed learning swiftly and enables accelerated learning.

Effective marking and Feedback aims to:

1. Inform the pupil what they have done well and what they need to do to improve.
2. Support pupil confidence and self-esteem in learning.
3. Support teachers' assessment knowledge of each pupil as part of thorough assessment for learning procedures, in order to plan and refine next steps in learning.

4. Develop consistent processes across the school to teach pupils to respond to Feedback, self-assess and evaluate their own learning.

## 2. Processes

Four types of marking and feedback occur during teaching and learning at Ysgol Gwaelod y Garth School:

i) **Teachers' well considered intervention** to prompt deeper thinking, and swiftly address misconceptions during lessons. This takes the form of verbal feedback and occurs through effective questioning to clarify or refocus tasks and enquiry, mini plenaries and mid-lesson adjustments. **Verbal feedback is often used on a 1:1 discussion with a pupil or on a group basis.**

ii) **'Light' marking of work**, acknowledging and recognising attainment and/or progress, success and/or completion of pupils' work.

iii) **Feedback and Feed-forward Marking** in which incisive Feedback on attainment and success is given and a Feed-forward response from pupils is required to strengthen the teaching and learning process in order to accelerate and deepen learning.

iv) **Self Assessment and Peer Assessment** of the attainment and success of a piece of work.

This policy sets out the procedures agreed by the school to ensure a consistent approach to effective marking and feedback at Ysgol Gwaelod y Garth School.

## **3. Non-negotiable Procedures for Marking.**

- All marking is to be carried out in red pen.
- All marking is to be done in a clear legible handwriting aligned to the school handwriting script.
- The marking code is to be followed in all cases. (See Appendix 1).
- The marking code should be accessible to all pupils in the learning environment.
- All pupils' work is to be at least 'light' marked by Teacher or Support Staff. (The use of two ticks will be used to show the learning objective has been met).
- In both Numeracy and Literacy, at least 1 piece of work per pupil should be Feedback and Feed-forward marked in depth per week.

- In Feedback and Feed-forward marking, comments must be constructed to require response by pupils, at an appropriate level of challenge, and such tasks must be completed by pupils.
- Time must be allocated in order for pupils to complete Feed-forward tasks.
- When Feedback and Feed-forward marking writing, attention should be given to spelling, grammar and punctuation in line with the stage of development of the individual and strategies used to support their development. This will be done in line with the marking code.
- If a response is required for spelling, no more than 5 spelling corrections for a piece of work will be given.
- Rewards: As adults in school we want to recognise good work with stickers, smiley faces, house points etc.

### **Self-assessment**

All pupils should be made aware of the learning objective (WALT/BYDSI/NOD) and the success criteria (SC/MPLI) for each activity or task. In Key Stage 2, the Walt must be written down.

Pupils will traffic light their work against the learning objective accordingly.

Red: 'I find this difficult'

Amber: 'I can do this but need more help to feel confident'

Green: 'I can understand and do this and this shows in my work'

This will be introduced in the Summer Term in Reception.

Thumbs up and down are also introduced from Reception.

### **Peer Assessment**

Where peer assessment has been appropriately introduced, pupils will identify one positive aspect of work and suggest one area for improvement. This will be done verbally in Foundation Phase. This can be done in pencil in Key Stage 2 and the peer assessor's initials must also be left.

### **Responding to comments**

In Key Stage 2, pupils need to read all comments made by the teacher or teaching assistant.

Pupil response to comments should be completed below the teacher's comment. If this is verbal, it should be recorded as such (VF/WT). Response should be made as soon as reasonably possible in order to support pupils effectively.

### **3a) Procedures in greater detail:**

#### **3ai) The Frequency of Feedback and Feed-forward Marking**

- All pupils' work is to be at least light marked by Teacher or Support Staff.
- In Literacy and Numeracy all pupils should have at least one piece of work marked using Feedback and Feed-forward by their teacher regularly. This could include work across the curriculum e.g. science or topic work.
- This marking will demand an effective response from the pupil. Therefore, **time must be allocated** by the teacher for an appropriate and meaningful response to be made during the week. The overseeing of such a task may be carried out by another adult other than the class teacher.
- Additional Feedback and Feed-forward marking may also be used as a strategy to support pupils who are in need of acceleration. This may be particularly pertinent to SEN pupils, FSM pupils, LAC pupils or other vulnerable pupils. In such situations an additional adult could be provided for this purpose.
- Feedback and Feed-forward marking should also be used in topic and science lessons where there is an opportunity to improve or extend a child's learning.
- From Year 2, a Feedback and Feed-forward task will be completed once a half term following a scientific enquiry.
- All Big Write extended writing will be marked using Feedback and Feed-forward.

### 3ib) Giving effective Feedback and Feed-forward to pupils.

Effective marking is a key tool in providing Feedback and Feed-forward to pupils in order that they are clear in what they can do well and what they need to do to improve.

It also forms part of formative assessment, which is essential for teachers to refine planning so that pupils can swiftly move forward towards desired learning outcomes.

Effective marking in Ysgol Gwaelod y Garth School comes under three main headings;

**Specific Achievement Feedback** identifies specific aspects of successful attainment and or progress. This relates directly to the Learning Objective.

**Specific Improvement Feedback Feed-forward** identifies where mistakes or misconceptions lie and how work can be improved.

**Specific Extension Feedback Feed-forward** identifies where further understanding can be explored, to deepen learning and further extend higher order thinking.

When marking is specific and provides opportunity for specific response, it enables effective progress to follow.

Feedback and Feed-forward should:

Be positive, specifically identifying what has been done well.  
Identify an area for specific improvement, followed up with an improvement task or identify a specific area for deeper investigation/ extension of understanding.

Well-constructed Feed-forward tasks prompt effective response from pupils so to improve quality of work or reinforce learning. They should maintain challenge for individual pupils, yet be easily executed and brief in nature, enabling pupils to move forward, and be aware of how they are improving. For example, the challenge within the task may:

- Refine a teaching point to consolidate or reinforce understanding.
- Extend understanding to deepen learning or raise to a higher level of thinking.
- Address/explore misconceptions.
- Pick up errors if apparent.
- Address incomplete work and presentation issues.
- Focus on a need to practise - e.g. times tables, attention to place value, spellings, punctuation, grammar, handwriting etc

**Examples of Feedback and Feed-forward prompts can be found in Appendix 2**

When constructing comments, teachers need to consider:

- 1 Does the comment inform the pupil what they have done well and what they need to do to improve?
2. Relate to planned learning objectives and success criteria?
3. Can comments be read clearly and understood?
4. Does the comment indicate a next step/improvement in learning?

**3ic) The Frequency and Nature of Pupil Response to Feedback**

Work that is marked using Feedback and Feed-forwardly requires a response from the pupil.

Feedback and Feed-forward marking is most effective when a well-crafted prompt/request for response is given and completed. Pupils need time to develop this skill from FP to Yr6.

In each class effective time must be given to teaching pupils to respond to tasks swiftly. This process will look different across each year group, increasing with independence and complexity with maturity and skill of pupils.

For pupils in Foundation Phase and where developmentally appropriate as designated by SEN Support Plans, communication of the Feedback will be augmented by adults, until pupils are able to access Feedback and Feed-forward independently.

By the end of Year 2, most pupils should be able to locate, access and execute simple response tasks independently. They should know what they are doing to improve their learning. Tasks must be effective in improving work, yet brief in execution.

By the end of Year 6, most pupils should be able to locate, access and execute more complex written responses to marking independently. They should know that Feed-forward comments are improving their learning and be confident when executing such tasks.

#### **Acknowledgement of response**

Teachers will initial all Feedback responses from the pupils, writing a comment only if required.

#### **4. Role of other adults supporting**

**Support staff** may mark work with groups of pupils with whom they have been working. When this is the case they will follow the guidelines at the end of this policy: to initial work they have supported, identify if work was independent or supported and as appropriate give Feedback verbally or through marking.

**Supply teachers** who carry out work in the school are expected to mark all work in accordance with this policy. This will be given to all new supply teachers as part of the Staff Handbook (welcome pack) on arrival in the school.

#### **5. Responsibilities**



It is the responsibility of all staff to ensure that this policy is consistently carried out, including enabling pupils to respond to Feedback tasks.

It is the responsibility of all staff working with pupils to ensure the marking code is consistently adhered to across the school.

The SLT have responsibility for monitoring that the policy is being consistently carried out across the school.

The SENCo has responsibility to ensure the policy is appropriately adapted and implemented for SEN pupils. This includes reference in IAPs and agreements as appropriate.

It is the responsibility of the Assessment Leader to review and update the policy annually.

It is the responsibility of the Head teacher to ensure that effective marking and Feedback is monitored and evaluated as part of the quality assurance of teaching and learning across the school.

## **6. Equality of Opportunity**

All pupils are entitled to have their work marked in accordance with this policy.

## **7. SEN and Inclusion**

Effective Feedback and marking must be accessible to all pupils and will reflect their individual needs and abilities. This may mean writing comments for specific pupils in an accessible colour, it may mean support pupils to read comments, it may mean recording verbal feedback and response.

## **8. Monitoring and Evaluation**

Monitoring of the policy will be done through work scrutiny led by the Head teacher and SLT leads as appropriate. It will be monitored for whole school consistency and evaluated for impact on pupils' outcomes.

The Head teacher and SLT will also monitor the impact of Feedback and Feed-forward marking through work scrutiny in both Numeracy and Literacy and as part of lesson observations to monitor the quality of teaching and learning in the school.

'Listening to Learners' discussions will also take place to ascertain how Feedback and Feed-forward marking supports them in understanding what they need to do to improve their learning and to make progress.

## 9. Policy Review

This procedure has been agreed by the staff and Governors in the Spring Term 2017 and will be reviewed in line with the school's cycle of policy reviews, by and in the first instance no longer than Summer 2018.







Agreed by Headteacher \_\_\_\_\_

Agreed by Chair of Governors \_\_\_\_\_








Date Agreed \_\_\_\_\_

Date to be reviewed \_\_\_\_\_

# CÔD MARCIO

	Pinc Perffaith
	Gwyrdd Gwelliant
	cystrawen gwallus
T O	camgymeriad Treiglo
S 	camgymeriad Sillafu
	camgymeriad atalnodi
//	paragraff newydd
	cywiro / gwella gwaith
WT	Wedi Trafod

# MARKING CODE

	<b>P</b> erfect <b>P</b> ink
	<b>G</b> reen for <b>G</b> rowth
	<b>g</b> rammatical error
<b>M O</b>	<b>M</b> utation mistake
<b>S</b> 	<b>S</b> pelling mistake
	<b>p</b> unctuation mistake
	<b>n</b> ew paragraph
	<b>c</b> orrect / <b>i</b> mprove work
<b>VF</b>	<b>V</b> erbal <b>F</b> eedback

# CÔD MARCIO



Pinc Perffaith



Gwyrdd Gwelliant



camgymeriad



cywiro / gwella gwaith

WT

Wedi Trafod

# MARKING CODE

 Perfect **P**ink

 Green for **G**rowth

 mistake

 correct / improve work

**VF** Verbal **F**eedback