



*All things are possible for one who believes – Mark 9:23*

# Feedback, Marking and Improvement Policy

## Updated Autumn Term 2019

We believe that the provision of effective feedback and marking to children is one of the key factors in enabling children to make progress in all aspects of learning. The learner needs to understand the purpose of the learning, how to make improvements and be given time to respond to comments.

Feedback is information/statements of opinion about a piece of work- used to support pupils to improve.

Marking is the activity of checking, correcting and giving a mark to pupils' written work.

### Policy Principles

Marking and Feedback at Waverley Abbey should:

- Enable children to take responsibility for their own learning and development.
- Be consistent throughout the school, with set codes and strategies in place.
- Be seen by children as a positive means to improving learning.
- Develop a culture which allows mistakes and risk taking.
- Is an interaction between learner, teacher and others either verbally or written.
- Be constructive and make children think.

### Policy Aims

We aim to:

- Give children continuous opportunities to become aware of and reflect upon their learning needs. Establish opportunities for prompt and regular written or spoken dialogue with children as part of our daily routine and ensure that teachers provide constructive suggestions about the ways in which the child might improve his/her work whether that is written or verbal.
- Give recognition and appropriate praise for achievement.
- Inform future planning and individual target setting.
- Ensure that both teachers and children are clear about the learning objective of the task and the criteria for success, which is provided through planning and verbal feedback.

### Marking Strategies

At Waverley Abbey we recognise that many strategies need to be used on a daily basis to enable teachers to move children on in their learning. We use a combination of the following strategies to enhance our teaching and help children to make great progress.

### Verbal Feedback/ Teacher Marking within the lesson

Verbal feedback is potentially the most effective form of feedback. We aim to create an ethos where speaking freely about learning is encouraged. Verbal feedback should come to and from the teacher or LSA or peers. Verbal feedback should be focused around the learning objective and success criteria, and can be given at an individual, group or whole class level.

When Verbal feedback has been given by a teacher to a group or an individual this may be indicated by a 'VF' (Verbal Feedback) on the piece of work. If verbal feedback links to teacher marking within the lesson, green and pink highlighters used to highlight LO, SC or work itself depending on need; children to respond in purple pen at the time of feedback given.

### Self and Peer Marking

We believe that all children should be actively involved in the analysis and constructive criticism of their own work and learning where appropriate, and should be encouraged to use self-evaluation whilst they are working. Reflection, moderation and improvement should become a natural part of the process of learning, and time should be provided for this. Self and Peer Assessment may be interchangeable across the course of a week dependent on the sessions taught.



Some examples of this include:

- Children marking their own answers to closed questions and reflecting upon their learning.
- Children reflecting upon their own or a peer's work using a checklist of success criteria.
- Children feeding back to the teacher in their books about their own learning using traffic lights and comments when appropriate.
- A child reading another's work and verbally indicating success and an improvement suggestion.

### **Longer pieces of writing**

With longer pieces of writing, there may be no 'visual marking' as teachers will make notes on successes and areas of development of individuals and groups and feedback this information to either the individual, group or whole class so that effective editing and improvement can take place. Use of '**Whole Class Feedback**' sheets when and where appropriate.

### **Quality Marking**

Not all pieces of work will be Quality Marked and the teacher will use their professional knowledge to decide how to regularly include this strategy into their weekly planning cycle. The emphasis of the marking should be on both success and improvement needs against the learning objective.

Quality Marking should:

- Recognise success.
- Identify an area for improvement.
- Add a comment (prompt) that attempts to close the gap between present and future understanding. These prompts differ from standard feedback comments in that they serve not only to state what is needed but clearly support the learner in understanding how to achieve this. There are two main forms of prompt: scaffold prompts (give structured advice on how to make the improvement) and example prompts (provide a direct model of an improvement)
- Allow time for the comment (prompt) to be acted upon - **DIT**
  
- Show success
  - At least two examples of meeting the objective may be highlighted in the child's work using green highlighter pen as well as highlighting the success criteria (green for great).
  
- Indicate improvement
  - An improvement suggestion to be given in order to 'close the gap' between what the child has achieved and what the teacher would like that child to achieve when appropriate.
  - The area for improvement may be highlighted using a pink highlighter (pink for think) or identified in the margin using Waverley Abbey coding system – depending on the child and year group.
  - A target for improvement may be written for the child to consider in subsequent pieces of work – if appropriate. When written it must be acted upon.

### **Conferencing Feedback**

Conferencing takes place between a teacher and a child. The purpose of conferencing is to give positive feedback and identify the next steps in their learning. Conferencing should be a two way process not just the teacher giving the feedback but the child should engage in the discussion and agree with the positives and the next steps in their learning. Teachers to use provided stamp – children write their own targets, which are set within the session; session to last at least 5 minutes; children respond to comments in purple pen during conferencing; during the next conferencing session, teacher and child check against previous targets.

### **Correcting Spellings**

In Literacy activities, a maximum of 3 incorrect spellings will be indicated. These spellings should be words that the child is expected to know (see spelling lists for Yr. 3 & 4 and Yr. 5 & 6). In other subjects, incorrect spellings should not be a focus of improvement unless it is part of the learning objective or noted in the success criteria.

- The chosen spellings will be identified in the margin, with the code 'SP'. The children will then need to find the spelling within their work and correct. At the start of Year Three and for certain individuals across the rest of the school the spelling may be underlined and written again correctly underneath the work.
- All other incorrect spellings will not be indicated. This will enable the child to focus purely on the learning of the task and the spellings appropriate for his/her ability.



## **Basics/Non-Negotiables and Secretarial Features**

Teacher's feedback should focus on the learning objective of the task. Children have many opportunities in Literacy lessons to practise skills where the focus of the learning is punctuation and grammar. Correcting all secretarial features in writing may demoralise children and detracts their focus from the learning objective. However, ignoring pre-learnt basics in writing may lead to lowered expectations.

- Basics/Non-negotiables
  - A set of basic expectations for every piece of written work should be agreed with children by the class teacher. (For example; a capital letter at the start of a sentence and a full stop at the end.)
  - These basic expectations may differ for individuals within a class and should increase in sophistication as the children progress through the school.
  - These basic expectations must be followed in all subjects.
- Other Secretarial Features
  - Other grammatical and punctuation errors made by a child will not be indicated or highlighted unless it is a focus for learning in that piece of work.

## **Dedicated Improvement Time (DIT)**

Teachers should allocate Dedicated Improvement Time for the pupils to reflect on their work and edit or amend as appropriate. This would form part of the lesson or as a morning activity. This time is given for children to read the successes and improvement suggestions, and to make improvements. This can be individual or in a guided group.

## **Organisation and Practice**

Teachers trusted to do what works best for them and their class to ensure impact and progress

What we will see in books – Any of the following:

- Teachers mark in black pen
- Pupil Conferencing
- Quick Teacher marking (which can happen in lessons)
- Verbal Feedback given
- Peer marking (using codes and green and pink highlighters)
- Self - marking
- Deep Marking (Quality Marking) – where and when teacher feels appropriate.
- Whole class feedback on long writes – when teacher feels appropriate. Use 'Whole Class Feedback' sheets when appropriate
- If LSA's have worked with a group or child – they will need to make that clear in the books.
- Books must show evidence of success and improvements taking place regularly.
- Ensure that children are given time to respond to feedback on a daily basis – DIT.



Appendix –  
Marking Codes

Waverley Abbey Marking Scheme - 2019-20

|   |  |
|---|--|
| <u>LO/Success Criteria</u>  | LO/Success Criteria met  |
| <u>LO/Success Criteria</u>  | Success Criteria not met   |
| SP  | A spelling mistake, please correct. Put a line through the letter in margin when completed.  |
| CLAFS   | Capital letter in the wrong place. Missed capital letter.  |
| ?   | Check this line, there is an error. Gramatically incorrect or wrong answer in maths. Put a line through the letter in margin when completed. |
| p   | Punctuation - incorrect or missing. Put a line through the letter in margin when completed.  |
| VF  | Verbal feedback given.   |
| PM  | Peer Marking has taken place. - PM and Childs initials   |
| //  | A new paragraph is needed.   |
| HW  | Handwriting or presentation needs to be improved.  |
| <u>U</u>  | Work should have been underlined with a ruler.   |
|  | <b>PINK think</b>  |
|  | <b>GREEN for Great</b>   |
|  | <b>Purple for POLISHING feedback</b>   |



Whole Class Feedback sheets

**Whole Class Feedback Sheet**

Date:

Lesson:

| <b>Work to Praise and Share</b>             | <b>Need Further Support</b> |
|---|-----------------------------|
|   |                             |
| <b>Presentation</b>                         | <b>Basic Skills Errors</b>  |
|   |                             |
| <b>Misconceptions and Next Lesson Notes</b> |                             |
|   |                             |