



FRIEZLAND PRIMARY SCHOOL

Marking and Feedback Policy

Date written / reviewed	June 2017
Date of next review	June 2019
Headteacher	
Chair of Governors	

Friezland Primary School

Marking and Feedback Policy

Introduction

The way in which children's work is marked is critical to their understanding of their strengths, knowledge of next steps in learning, and their motivation to succeed. At Friezland we have a strong commitment to using Assessment for Learning as a tool for empowering children and improving their attainment. All children share responsibility for their learning and for the progress they make. Self and peer-assessment is therefore an important feature of our feedback and marking policy.

Marking and feedback form a crucial element of the teaching and learning cycle and should always be used to evaluate progress and inform next steps in learning.

Feedback and Marking Arrangements

Explicit and constructive feedback hinges on a clear WALT (We Are Learning To...objective) and WILF (What I Am Looking For...success criteria) which is shared with children in all year groups. Feedback can be verbal or written, should always be constructive and should be given within the lesson wherever possible. If not possible, written feedback should be shared with pupils as soon as possible thereafter with sufficient time given for pupils to ask questions and reflect upon advice given.

During the lesson, time should be given for self-reflection where children may use traffic lights, thumbs up/down scales to measure their progress and understanding. Any feedback of this sort is a good opportunity for teachers to quickly assess groups and individuals and adjust the lesson accordingly.

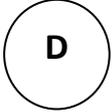
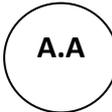
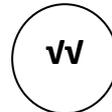
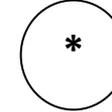
Written comments should include things the pupil has done well (WWW- What Went Well...) in order to work towards achieving the WALT or the WILF. One or two targets or tips for improvement (EBI- Even Better If...) should be given – based on the WALT and WILF. The Teacher will model an example for the pupil, using an example from the child's work where possible.

Suitable written comments may include:

- Examples of what the pupil has done to achieve or work towards the WALT
- Particular WILFs the pupil has adhered to
- Comments related directly to a pupil's individual target from a previous lesson
- What a pupil has done or needs to do, in order to demonstrate progress

Staff mark books in **PURPLE** ink to distinguish comments from the work of pupils. Pupils self-correct, edit and amend their work using **GREEN** ink. Pupils in Reception may use a pencil instead of a green pen.

The system below is used by both staff and children when marking work and is stuck into exercise books for reference.

	WALT / objective achieved	
	WALT / objective not fully achieved and further support or practise is needed.	
	Discussions held between pupil and adult in order to support progress.	
	LSAs / supply staff should initial in the margin when they have worked with a pupil / group of pupils.	
	Shown in margin- evidence of end of year objectives	
	Sticker awarded for sticker card	
Pupil / Peer	Teacher / LSA	
WWW What's Working Well...	EBI Even Better If...	MAD Make A Difference...

If LSAs have worked with a particular group or individual, it may be more appropriate for them to mark as this will provide more constructive feedback for the pupil and class teacher.

Staff have recently placed an emphasis on making feedback meaningful to pupils. Pupils may be asked to MAD (Make a Difference) a section of their work. This could be improving a word choice, checking a spelling, rewriting and improving a paragraph, practising a handwriting join, proving a calculation or trying a different calculation method.

Staff are currently (May 2017) trialling the use of live marking in Mathematics in order to support rapid progress within lessons. Once this is used consistently and successfully it will be adapted to support progress in English too.

Pupil Progress and Targets

Pupils and families are made aware of the term's objectives and coverage in a Class newsletter each half-term. The objectives to be covered in Maths and English are sent home termly. Some pupils may have individual targets matched to their particular individual needs. For the majority of pupils, next steps and targets are identified in the marking and teacher-pupil discussions. They will change regularly within a week or unit of work.

Stickers are used in all classes to mark effort and achievement. Stickers are placed on pupil's sticker cards. When the sticker card is full or one side or half full (depending on age), the child is awarded with a Head teacher's certificate in an assembly. On gaining full cards pupils are awarded bronze, silver and gold certificates and badges. The badges are worn on the pupil's uniform.

Monitoring and Evaluation

The marking policy is monitored by senior leaders, Governors and subject leaders during book scrutinies, standardisation sessions and lesson observations. SLT monitor the use of Assessment for Learning in planning and observations.

Guidelines specific to the subjects of English and Maths can be found within the respective policies.

The policy is evaluated by SLT every two years (or sooner if need or legislation changes) in order to assess impact. Class Teachers are involved in the process in order to ensure that good practice is shared and highlighted.