



Gwladys Street Marking and Feedback Policy

Introduction

At Gwladys Street Community Primary School, we believe that high quality, consistent and timely Marking and Feedback enhance children's learning by engaging the children as active participants in their learning and by providing personalised help and guidance. Sutton Trust research has shown that good marking makes 8+ months to a child's progress and at Gwladys Street School we would like to ensure our marking will provide this progress to children's development. This policy has been written to address teacher workload in conjunction with the School Workload and Reduction Document (October 2019) and to most positively impact upon each child's progress

This policy's principles and practice have been agreed by the staff of Gwladys Street Community Primary and Nursery School and monitoring and evaluation will take place periodically by members of the SLT, Coordinators and Governors to ensure that it is applied consistently throughout the school.

Links to Whole School Aims

We want our school to be one:-

1. Where everyone has access to an engaging, creative and challenging curriculum that promotes a love of learning.
2. Where everyone feels safe, happy and secure in our learning community.
3. Where everyone works in partnership with the wider school community.
4. Where Golden Opportunities are provided in an Inclusive Setting.
5. Where everyone respects each other and works as a team to achieve our GOALS.
6. Where children develop lively, enquiring minds, self-confidence and independence.
7. Which promotes a healthy lifestyle and positive, spiritual and moral values.

Aims:

We mark children's work and offer feedback in order to:

- provide focused feedback to children about their learning so they know what they have done well and what they need to do to further improve;
- show that we value their work, and encourage them to do the same;
- boost self-esteem and aspirations, through use of praise and encouragement;
- give a clear general picture of how far they have come in their learning, and what the next steps are;
- promote self-assessment, recognise their difficulties and accept guidance
- share expectations;
- gauge their understanding, and identify any misconceptions;
- provide a basis both for summative and formative assessment and inform individual tracking of progress.
- inform future learning.

Principles of marking and feedback:

- Marking MUST be in GREEN pen.
- The process of marking and offering feedback should be a positive one.
- The marking should always be against the lesson's learning objective - WALT.
- Where met, Learning Objectives are acknowledged and achievements in work are recognised with stars.
- Comments should be constructive and appropriate to the age and ability of the child.
- Children should be fluent in our marking policy.
- Children should be encouraged to self/peer assess
- The best marking and feedback is the dialogue that takes place between teacher and pupil while the task is being completed.
- Children shall use PURPLE pen to edit their work throughout the lesson.
- Children should address their Tips before or during the next lesson in BLUE pen.

General Guidance to teachers

Assessment and feedback during the Lesson

- All work dated, titled (WALT - We Are Learning To...) and underlined with a ruler. (NB: short, numerical date for Maths). Longer written date for English and Foundation Subjects.
- The teacher will share the Success Criteria with the children so that they are aware of how to be successful in their learning.
- The teacher will discuss the Success Criteria during the lesson, and if necessary, address any misconceptions.
- When appropriate, children may peer assess.
- Children should respect peers' books in line with marking policy.
- Children in Key Stage 1 and Key Stage 2 will self-assess using the Success Criteria. This will enable the teacher to see a snapshot of how the child has understood their learning.

Assessment & Feedback after the lesson

- The teacher will mark against the WALT that is specific for that subject. During all lessons, technical vocabulary will also be marked for correct spelling and usage.
- Teachers will address spelling, grammar and handwriting:
 - Grammar that is important to the child's development;
 - No more than three spellings will be corrected in the children's work.
 - Handwriting to support children's legible style.
- Written comments should be neat, legible, modelling the schools handwriting and written in green.
- The teacher will mark work prior to the next lesson against the success criteria.
- Teachers should ensure that any prior tips are marked from previous lessons to ensure the children are extending or consolidating their learning. This can be done through verbal feedback if tips are incorrect.
- Teachers should acknowledge positive work through a variety of ways which could include - stickers, dojos, smiley faces etc.

Marking and Feedback in the Foundation Stage

All children in the Foundation Stage have learning journeys. Within them, key workers make observations on the child. These observations record key moments of learning that is taking place and identify next steps and informs future planning.

In the Summer term, to enable children to become Year 1 ready, work will be recorded in Maths And English books and teachers will follow the whole school Marking and Feedback policy.

Symbols and Abbreviations:

| | | |
|--|--|--------------|
| | * met success criteria | Positive |
| | Ⓢ - spelling | Improvements |
| | Ⓣ - tip to address misconception or enhance further learning | |
| | ⒷⓌ - improve vocabulary | |
| | Ⓢ - support from adult | |
| | Ⓥ - verbal feedback | |
| | ⓌⓉ - working towards objective being achieved | |
| | Ⓟ - punctuation error | Support |
| | . - incorrect | |

Specific guidelines

Each week the teacher will provide children with a scaffold or next step mark for English and Maths. Teachers will use their professional judgement to ensure marking addresses any misconceptions or extend learning in Foundation and Science subjects at an appropriate time.

An in-depth mark will include:

- Symbols linked to the marking code.
- Teachers will comment on spelling, grammar, handwriting and presentation:
 - Grammar that is important to the child's development;
 - No more than three spellings will be corrected in the children's work.
 - Handwriting to support children's legible style.
 - General presentation of child's work
- A Tip which either supports or challenges the child in improving their work. This can be in the form of a model, scaffolding or an extension task.
- All tips should be marked from previous lesson to ensure errors are addressed or learning has moved forward through verbal feedback.

Monitoring and Evaluation

The SLT will ensure the policy is implemented consistently throughout the school through regular monitoring and discussion with teachers, children and parents.

Reviewed by Gwladys Street Staff on 12th February 2020

Appendix 1 - Examples of success criteria

English - Writing

| | | |
|---|--------|---------|
| Date: | | |
| WALT: Write from a character's point of view. | | |
| Steps to success | Myself | Teacher |
| 1. Imagery | | |
| 2. First person | | |
| 3. Show not tell | | |

English - Reading

| | | |
|----------------------------------|--------|---------|
| Date: | | |
| WALT: Answer Inference questions | | |
| Steps to success | Myself | Teacher |
| 1. Use text to support answers | | |
| | | |
| | | |

Maths

| | | |
|--|--------|---------|
| Date: | | |
| WALT: Recognise and identify properties of 2D shapes | | |
| Steps to success | Myself | Teacher |
| 1. Count the vertices, edges and faces | | |
| 2. Name each shape | | |
| | | |

Foundation - Geography

| | | |
|---|--------|---------|
| Date: | | |
| WALT: How rivers are formed | | |
| Steps to success | Myself | Teacher |
| 1. Name parts of the river | | |
| 2. Use and understand Geographical vocabulary | | |
| 3. Understand the journey of the river | | |

Foundation - Geography

| | | |
|---|--------|---------|
| Date: | | |
| WALT: How do animals adapt to their environment? | | |
| Steps to success | Myself | Teacher |
| 1. Understand how animals adapt to their environment | | |
| 2. Use correct vocabulary e.g. environment, climate, adapted, arctic, | | |
| 3. Sort and categorise animals into groups | | |

Science

| | | |
|--|--------|---------|
| Date: | | |
| WALT: Observe how magnets attract or repel | | |
| Steps to success | Myself | Teacher |
| 1. Name materials which attract and repel | | |
| 2. Describe what you see using scientific vocabulary | | |
| 3. Write a conclusion sentence | | |