



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 and feedback 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:

- The process of marking and offering feedback should be a positive one.
- The marking should always be against the lesson's learning objective - WALT.
- Positive features of a pupil's work will be highlighted in green including correct answers.
- Features to improve on will be highlighted in pink to show pupil's what areas of their work to address.
- Where met, Learning Objectives are acknowledged by the teacher highlighting the WALT in green.
- 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 through the use of stamps.
- 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 Next Steps (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.
- In KSI and in Year 3, where appropriate, WALTs will be typed and stuck into books.
- 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 stamps at the end of the lesson. This will enable the teacher to gauge 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.
 - In Foundation subjects, spelling corrections must be appropriate the topic being studied by the children.
 - Handwriting to support children's legible style.
- Written comments should be neat and legible, modelling the school's 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.
- Next steps will be used regularly to either:
 - Extend a child's learning
 - Reaffirm a child's learning
 - Address any misconceptions

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:

sp	spelling
T	tip to address misconception or enhance further learning
BW	improve vocabulary
S	support from adult
V	verbal feedback
P	punctuation error
PR/H	presentation and/or handwriting
//	new paragraph needed

Specific guidelines

Each week the teacher will ensure children are provided with a scaffold or next step mark for English and Maths. Teachers will use their professional judgement to ensure marking addresses any misconceptions, or extends learning in Foundation and Science subjects on a regular basis.

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 8th September 2021

Appendix 1 - Examples of marking policy in practice

English

Friday 26th September 2021
WALT: Write from a character's perspective.

Dear Diary,

Today has been a terrific day! I finally discovered that Papa used to be a violinist. But I later found out he quit quite some time ago. Every time I try to ask Mamma why he quit, she begins to cry and only tells me that I will have to ask my Papa. So what did I do? Of course I asked him! I ran down to his barber shop as quick as a flash. I raced over to Papa and began to ask him.

"Papa, why did you stop playing the violin?" I questioned. As soon as I finished my question a customer walked in and Papa ignored me so I sat on the spinning chair and waited. As soon as he was done with his customer (Fred) I repeated my question. He responded with "People change, Paula, times change."

Suddenly I realised - if anyone would tell me, it would be Mamma. So I ran back upstairs and pestered her for ages until she said "I will show you the violin if you promise not to ask any more questions." Then she brought me to Papa's room and picked up an old dusty case from the top of the wardrobe. She gently opened it and inside was a ~~violin~~ ^{violin}. As she placed it in my hands, my heart expanded. That was when my love of music developed.

x3
beautiful
beautiful
beautiful

① Write a xerterna using a semi-color that you could include. Ever since that moment I loved the violin; Seeing it made me ~~wish~~ ^{wish} to play it.

Maths

Negative numbers

1 The table shows the temperature in three places in the UK.

Fort William	Leeds	Swansea
-6 °C	-3 °C	7 °C

a) The temperature in Fort William increases by 7 °C.
What is the new temperature?
1 °C

b) How much colder is the temperature in Leeds than in Swansea?
10 °C

2 Isla and Mo are playing a game. Isla is on -3 and Mo is on 6.

Mo moves back 7 places. Isla moves forward 10 places.
How many places ahead of Mo is Isla now?
2 places

3 A pipe is 24 metres below ground. A crane lifts the pipe 38 metres upwards.
How many metres above the ground is the pipe now?
14 metres

4 Complete the number lines.

a)

b)

c)

5 A number line is divided into sections.

a) In which section will each of these numbers appear?
7 **H** 11 **I/J** -5 **D**
17.5 **K** -3 **D** -11 **B**

b) Write down three numbers that will appear in section B.
-10, -10.5, -11

Power Up

Draw the place value grid.

M	W	T	H	T	O

Play with a partner. Take turns to roll a dice and put the number you roll in a blank space in your place value grid. The aim is to make a bigger number than your partner's number.
Keep taking turns to roll until you have filled all the spaces.
The person with the largest number wins.
Now play again and try to make the smallest number.

I will put my smaller numbers in columns of greater value when I am trying to make the smallest number.

1 1 2 3 5 6 6 ✓
10 - 5 0 °C ✓
↳ This little to the left of 0°C (-2.5°C) ✓
Slightly smaller