

WEST PARK ACADEMY

Marking and Feedback Policy



Updated September 2018

At West Park Academy we believe that immediate, high quality feedback is the most powerful. We aim to provide instant verbal feedback at the point of need, allowing pupils to edit and make improvements to their work in the moment, while providing practitioners with an immediate opportunity to consolidate and accelerate learning for both the individual pupil, and the class as a whole.

1. Aims

We mark pupils' work and offer feedback in order to:

- further our pupils' learning
- show that we value their work, and encourage them to do likewise
- boost self-esteem and aspirations, through use of praise and encouragement
- give clear guidance on how far they have come in their learning, and what the next steps are
- promote self-assessment, identify their difficulties and offer 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
- and to inform future planning

2. Principles of marking and feedback

2.1 The process of marking and offering feedback should move a child forward from their individual starting point.

2.2 For each recorded piece of work titles are underlined in green where the learning objective has been met. Areas in a child's work where the learning objective has been met may also be underlined in green to draw attention to how it has been achieved. Areas for development should be underlined in orange. In year groups where children do not write the title, Learning Objective Achieved stamps will be used.

Low level responses include spelling changes, up-levelling vocabulary, addition or correction of basic punctuation and identifying simple corrections in maths.

High level responses may involve re-wording of whole sentences, changes to paragraphs, syntax or sentences, addition of information and re-calculating whole problems in maths.

There should be a balance of high and low level feedback evident in children's books.

- EYFS and Year 1 will have a higher proportion of low level responses
- Years 2 – 6 should have a clear balance

2.3 Pupils should respond to the areas that are underlined in orange. This should be addressed on the same day or morning after and should be completed before the next lesson. Children complete this work in a sharp pencil.

2.4 Children's responses should be re-marked daily with a tick and 'c' to show it has been corrected and acknowledged by the teacher.

2.5 The best marking and feedback is the dialogue that takes place between teacher and pupil while the task is being completed. Verbal feedback should be signposted with (v/f) and a short annotation or modelling to demonstrate the conversation.

2.6 Any significant support provided to a child in a lesson is marked with an (s).

3. General Guidance to teachers

Assessment and feedback during the lesson

3.1 All pieces of work will include the date and title following DUMTUMS. It is an expectation that **most** children in the summer term of Year 1 will be able to write the date and **most** children from summer term of Year 2 will write both the date and title.

3.2 The teacher will share the agreed learning outcomes at the beginning of the lesson (unless generated together as part of the lesson), returning to it at intervals during narration with reference to individual pupils' progress: drawing the pupils together to address a misconception or move learning on, where progress is evident.

3.3 The pupils will be encouraged to give verbal feedback on their own (and peers') progress towards the agreed learning outcomes and their personal targets, throughout the lesson and again during review sessions.

3.4 Peer assessment (not marking) is a valuable part of the learning process and opportunities for this should be planned in regularly. Teacher should model the feedback they expect the children to give.

Assessment and feedback after the lesson

4.1 Where real time feedback has not taken place, the teacher will mark against agreed learning outcomes after every lesson. Where this is the case, pupils should be given time the next morning to respond to any orange highlighting and low and high level response feedback.

4.2 Work should be marked/feedback given prior to the next lesson.

Children's Equipment

- EYFS and Year 1 children use tri-grip pencils for all work.
- Year 2 – 6 use blue biro pen for all work; sharp pencils are used for corrections.