



Wickersley Northfield Primary

Part of White Woods Primary Academy Trust

Marking and Feedback Policy

2016 – 2017



INTRODUCTION

At Wickersley Northfield Primary School we believe that high quality, consistent and timely marking and feedback enhances children's learning by engaging the children as active participants in their learning and by providing personalised help and guidance.

1. Aims:

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

- recognise, encourage and reward children's effort and achievement and to celebrate success
- to provide a dialogue between teacher and children, providing appropriate feedback about **strengths** and **areas for development** in their work
- to indicate and provide **next steps** (QAC) about how a piece of work could be corrected or improved against the success criteria
- to provide a basis for summative and formative assessment and inform individual tracking of progress
- to inform future lesson-planning

2. Principles of marking and feedback:

- Children will understand what they have done well
- Children will be clear about how to improve
- There will be visible signs of improvement

3. General Guidance to teachers

Assessment and feedback during the Lesson

- All pieces of work will contain the date, WALT and success criteria (steps to success), including a challenge
- The teacher will share and discuss the WALT and success criteria during the lesson
- The teacher will make observations as to the children's progress, drawing the children together to address a misconception or move learning on where progress is good
- The children will be encouraged to assess their learning against the WALT and success criteria, where appropriate
- When appropriate, children will peer mark their own or another child's work, but the teacher will always review this marking
- Verbal feedback will be given to the focus group, strengths & next step, VF will be recorded next to the WALT with a key word for improvement

Children who are supported by an adult

- **TA** or **T** will be written by the WALT/success criteria or the date
- The TA will write an **S** to highlight if the children worked with **Support**
- The teacher will use an **S** to highlight the children who have been **Supported**

Assessment & Feedback after the lesson

- The teacher will mark against the WALT and success criteria
- WALT/success criteria will be ticked to show if they have been achieved
- All written feedback will be completed in **green** pen
- Written feedback will include a strength and a next step in the form of a QAC (Question, Action or Challenge - see Appendix A)
- Teachers will comment on spelling and grammar in the following cases:
 - if spellings and grammar were part of the lesson focus/objective
 - if it is related to the child's personal target
 - if it relates to technical/key/given vocabulary
- Written comments should be neat and legible, following the school's handwriting expectations
- Children will be given **daily** opportunities (time/support) to respond to written comments (make corrections and edit as required) in **blue** pen
- Teachers will identify when a child was absent

4. Specific guidelines for Literacy

Daily Writes

- Children will be given the opportunity to write daily
- Teachers will give verbal feedback related to the WALT and success criteria to all children who have been supported/targeted during the lesson
- Teachers will give daily written comments related to the WALT and success criteria to all children who have worked independently
- Teachers will give positive specific comments, so the children understand their achievements
- Teachers will provide a next step comment (QAC) that the children need to address to improve their learning/work
- Children will be given time to respond to marking and feedback daily to edit and up level their work
- Independent work will be used to update EMAGs objectives (formative and summative assessments)

Big Writes

- Children will have the opportunity to plan and write at length fortnightly, specifically to work on targets from previous written work
- Work will be marked against WALT
- Verbal feedback stamper will be used in KS2
- Children will listen to their feedback and write their next steps/target in their own words (QAC)
- Work will be used to update EMAGs objectives (formative and summative assessment)

5. Specific guidelines for Mathematics

- Numeracy will be marked daily
- Teachers will give verbal feedback related to the WALT and success criteria to all children who have been supported/targeted during the lesson
- Teachers will give daily written comments related to the WALT and success criteria to all children who have worked independently
- Children will be given time to respond to written comments (QAC) and attempt any corrections during **daily** 'Mega Maths' sessions
- Children who require further support and guidance will be part of the focus group during 'Mega Maths' time (Books will be marked with 'see me MM')
- Independent work will be used to update EMAGs objectives, at the end of each area of learning/topic (formative and summative assessments)

6. Specific guidelines for Foundation Subjects (Topic Work)

- All work will contain a WALT and success criteria
- The teacher will mark against the WALT and success criteria using the 'Principles of marking and feedback'
(WALT/success criteria will be ticked to show if they have been achieved)

7. Work on Display

- All work on display will be marked against the WALT and success criteria, containing a positive comment and next step (QAC) at the end
- Teachers will date and identify in books when work has been completed on paper
(For the wall or in topic folders)

Conclusion

This policy's principles and practice have been agreed by the staff of Wickersley Northfield Primary School and monitoring and evaluation will take place half termly to ensure that it is applied consistently throughout the school.

Reviewed:

January 2017

Appendix A

Next Steps will take the form of a QAC (Question, Action or Challenge)

Question (Q)	Action (A)	Challenge (C)
Useful to clarify or stretch thinking. Ask as an open ended question to avoid yes/no response.	Useful where explicit improvements need to be made. Identify the improvements and ensure that the child acts on it.	Useful to extend learning and/or challenge.
Literacy examples	Literacy examples	Literacy examples
<p>Can you think of a different opener?</p> <p>What made you think of this word?</p>	<p>Show me places where you could have started a new sentence.</p> <p>Tell me more about</p>	<p>Can you extend this sentence using . . . ?</p> <p>Can you change this sentence to a complex sentence?</p>
Numeracy examples	Numeracy examples	Numeracy examples
<p>Which method did you find most useful?</p> <p>What have you learnt today that you can use in another maths problem?</p>	<p>Look again at problem 4. Look at the words I've underlined to help you.</p> <p>Use a ruler</p>	<p>Use this method to solve this problem.</p> <p>Answer the following questions/problems</p>