



Wildground Federation

Marking and Effective Feedback Policy

Children's education should help them use and develop their talents and abilities. It should also help them to live peacefully, protect the environment and respect other people. Article 29, UNCRC

This policy aims to give all members of the school community clear guidance with regards to the rationale, principles, strategies and expectations of effective marking and feedback across Wildground Federation.

Rationale for Marking and feedback

Relevant and timely feedback to pupils, both orally and in writing is an integral part of teaching and learning. Marking should be a process of creating a dialogue with the learner, through which feedback can be exchanged and questions asked; the learner is actively involved in the process. Research shows that marking is an important factor in pupil learning and, done effectively, can have high impact on pupil attainment and progress.

Purposes of feedback

Feedback has different purposes it

- values pupils' learning
- motivates pupils to achieve and strive for improvement
- helps to diagnose areas for development or next steps,
- evaluates how well the learning task has been understood.

Aims of Feedback

At Wildground Federation we aim to:

- Improve standards by encouraging children to give of their best and improve on their last piece of learning;
- Develop children's self-esteem through praise and valuing their achievements;
- Create a dialogue between pupils and facilitators which will aid progression.
- Use a consistent approach to marking using agreed marking codes.

Principles of Effective Feedback

Feedback should:

- Be positive, motivating and constructive for children
- Be at the child's level of comprehension
- Child generated as well as adult led
- Not penalise children's attempts to expand their vocabulary
- Relate to the learning objective/success criteria of the work set, e.g. science should be marked mainly for the science content, not the punctuation

- Give clear strategies for improvement
- Positively affect the child's progress
- Be manageable for staff

Strategies

The following strategies can be used to mark, assess and provide feedback as part of our Learning Value 'Reflection'. We use a range of these strategies to give feedback. **All** work will be acknowledged with a tick/stamp.

1. Verbal Feedback

This means the discussion of work and direct contact with the child. A discussion should be accompanied by either writing the appropriate marking code symbol in the child's book or stamp with verbal feedback on or remark to serve as a permanent record for the child, teacher and parent. In some cases it may be helpful to add a record of the time taken and context in which the work was done. A symbol should be used to acknowledge verbal feedback has been given in line with the Marking Code.

2. Success Criteria Checklists

Success Criteria checklists can be used in all subjects and may include columns for self/peer assessment and teacher assessment. These can be ticked by adults or peers as appropriate. Not all work requires an individual success criteria for example unit success criteria may be more appropriate in some cases. Success Criteria should be differentiated where appropriate.

3. Peer Marking

As appropriate, children are encouraged to support each other and feedback on learning and achievement. Children should be given the opportunity to act as response partners and pair mark work. They will be taught how to give each other effective feedback in terms of listening, supporting and showing mutual respect for other ideas and opinions.

4. Self-marking

To give instant feedback children can self-mark their work particularly in maths and guided reading. Children should use a pink pen to mark their own work. This is also an opportunity for showing our core value of Honesty.

5. Whole class marking

Whole class marking and discussing the answers to questions can be used to give feedback to all or large groups so that children understand the answers. (Guided reading, tests) It can also be used to focus feedback after writing to regroup and then teach misconceptions/ errors.

6. Quality Feedback Comments

Personalised Quality Feedback Comments should only be used to extend learning particularly in English and must be differentiated appropriately. The emphasis should be on both success and areas for development against the learning objective and success criteria. A focussed comment should help the child in "closing the gap" between what they have achieved and what they could have achieved. Time is then given for the child

respond to the written prompt, thus enabling them to 'close the gap' and improve their work further. Sometimes comments related to core values may be commented on.

7. Writing marking

Spelling errors should be addressed in all English writing as appropriate for each child. The correct marking code should be used in children's work.

8. Individual targets

Some children will have individual targets that correspond with their PPP plan. These will be put as stickers on the back cover of books and ticked with a date to show when they have been achieved.

Marking in practice

- Each maths and English lesson teachers will allow specific time for the children to read, reflect and respond to marking/correct errors.
- All work needs to be acknowledge with a tick either by an adult or peer.
- Teachers will use the agreed Marking Code to correct errors that go beyond the learning objective.
- The Marking Code should be understood by children and displayed in the classroom.
- In EY and across KSI where appropriate to the age and needs of the children, marking is usually done with the child and verbal feedback given directly to the child.
- In other years, marking identifies both where the objectives or targets have been achieved and where an 'error' has occurred.
- Children should understand any corrections a teacher makes.
- In some instances, children will be expected to correct/redraft their work, in line with each year group's marking system
- Comments may be made about presentation and handwriting.

Monitoring

Marking and Feedback will be monitored by the Senior Leadership Team as part of our monitoring cycle.

Review and Evaluation of the Policy

The policy will be reviewed to ensure it is kept in line with any curriculum changes that take place within the school or externally.

Reviewed January 2024