



Worle Village Primary School



Feedback & Marking Policy

Rationale

Feedback to pupils about their work is a fundamental part of aiding their development as learners. With an awareness of their own strengths and achievements, as well as areas for development, they can begin to take responsibility for their learning. Our policy refers to 'staff' as all adults who work with pupils with their learning. We are mindful of the workload implications of written marking and of the research surrounding effective feedback. Marking should be meaningful, manageable and motivating.

This policy aims to;

- Encourage staff to build pupils' self esteem and pride in their own work,
- Provide a framework for staff to suggest areas of development for a pupil to accelerate their learning,
- Ensure consistency of approach to feedback throughout the school,
- Tie feedback into the schools 'Rewards and Sanctions' Policy,
- Encourage children to understand and take responsibility for their own learning.

Reasons for feedback

1. To provide on the spot feedback and advice on how a child can improve their work.
2. Positive feedback is a way to quickly recognise, encourage and reward pupils' effort and celebrate success.
3. To provide a dialogue between staff and child, highlighting areas of development.
4. To build pupils' confidence in reviewing their own work and setting targets.
5. Indicate the next steps in learning.
6. To indicate how a piece of work can be improved upon as measured against the stated learning objective or success criteria.
7. To help pupils develop an awareness of the standards they need to reach in order to achieve their individual targets.
8. To identify pupils who need additional support in order to achieve within the lesson
9. To provide evidence for teacher assessments and moderation.
10. To engage parents more directly in reviewing their children's progress.
11. Alert the child to misconceptions made and how to correct their errors at the time.

Written and verbal feedback guidelines

Verbal feedback is the most frequent form of feedback given. Sensitivity should always be shown towards pupils' work and their feelings about it and comments should be positive wherever possible.

Written comments should only be used for children who otherwise are unable to locate their own errors after guided modelling by the teacher or if marked remotely.

When feedback is provided, time needs to be built in daily for pupils to reflect on feedback and to respond and act upon. Where possible allow pupils to make the improvements to that piece of work using the Purple Pen of Progress, rather than transferring your suggestions to the next activity and:

- a) Make sure feedback is balanced and meaningful for the appropriate level of the child
- b) Where appropriate indicate 'the next step' for learning. This will be linked to the Worle's Wall of Wonder (success criteria created by the class based on a WAGOLL) where necessary.
- c) Increased emphasis on correct use of spelling (keywords), punctuation and grammar.
- d) Do not mark every error unless work is being edited and prepared for public display and as age appropriate. Work is only published when it has a purpose.
- e) Feedback, if written, will be in joined handwriting in accordance with the schools' handwriting policy as good modelling for the pupils.
- f) Marking may be done by staff, a peer or by the child themselves. Peer assessment sheets can be used by pupils giving kind, specific and helpful feedback.
- h) Some subjects may have different, specific feedback approaches – these can be found in the respective curriculum policy.
- i) Classrooms should display the Marking Code in a prominent and accessible location

Signed: _____

Date: _____
Chair of Curriculum Governors

Marking Code

When your work is marked, your teacher will use these marks. Comments will be written in our joined handwriting style. You will have time to reflect on these comments and edit or correct your work with a purple pen.

✓	Correct answer
—	Pink highlighting = Tickled pink! This is very good.
—	Green highlighting = Green for growth! This is not right, could be better. Try again.
You may also see	
KS2 =	A punctuation mark or capital letter is missing somewhere on the line or could be improved.
KS2 //	New paragraph need to start here
^	You have missed a word, letter or phrase out. Write it above.
S	This work has been supported
I	This work was independent
ST	This work was set and marked by a supply teacher.
VF	Verbal feedback was given.

Effective feedback:

- ✓ focuses on the learning objective / success criteria
- ✓ lets the child know how well they've achieved
- ✓ lets the child know what they need to do to improve or extend learning
- ✓ lets the child carry out improvement on the work or revisit the skill or apply their learning

Reflect on your own practice:

- ✓ Does the feedback (both oral and written from appropriate adults and peers) to children, focus on the learning?
- ✓ Does feedback make children aware of the achievements they have made in relation to learning objective?
- ✓ Does feedback provide clear pointers for next steps to move the learner forward?
- ✓ Do you use a range of strategies for feedback marking?
- ✓ Do the children understand/use the feedback to improve their work?
- ✓ Are children given time to respond to feedback?
- ✓ Is there evidence that children act upon the feedback to improve their work?
- ✓ How often do you use feedback marking in mathematics?

It would be impossible, impractical and unmanageable for every piece of work to be used for formative assessment and quality marked. Teachers will need to decide which pieces of work to give detailed attention and which they are simply going to acknowledge.

Shirley Clarke – 2002

Remember in mathematics:

- ✓ is still a symbol that shows success and has a purpose

IN A NUTSHELL

Feedback Marking

- ✓ Feedback should be both verbal and written
- ✓ The mathematical learning intention is shared with the children and provides the focus of the feedback
- ✓ Feedback should take account of success criteria where appropriate
- ✓ Feedback highlights good features of mathematical learning as well as identifying areas for development
- ✓ Feedback provides clear pointers for next steps in mathematics to move the learner forward
- ✓ Written feedback can take many forms, e.g. mathematics questions to answer, teacher's comments and child responses, symbols to indicate suggested developments
- ✓ Opportunities should be provided for children to give constructive feedback in relation to their own and other children's mathematical work
- ✓ Mathematics teaching is modified as a result of verbal and written feedback
- ✓ Praise should be specific to the mathematics and qualified so the child knows what aspect of their mathematics work has earned this praise

OFSTED - Good teaching
 'Pupils are provided with detailed feedback, both orally and through marking.'

What could feedback marking look like in mathematics...

Rewrite or remodel an example

32 - 38 =
 30 - 30 = 0
 8 - 2 = 6

52 - 38 = 26 **OMG recorded**

52 - 38 =
 52 - 30 = 22
 22 - 2 = 6 + 14 **Corrected recording**

Now you try this one...

Self-correcting

- ✓ Can you see where you have made your mistake?
- ✓ Check your 'show value or question 5'
- ✓ I make the answer to this question - check that I'm right
- ✓ 2 of your answers are wrong, spot which ones they are and correct them

Remember

- ✓ 'use hundred and ten is 100 not 1000'
- ✓ 'to count on from the larger number'

Using a symbol or code

e.g.

- ☺ learning objective achieved
- ✓ correct answer
- try this one again
- ☹ and feedback given

Check your school's marking policy!

Ask a closed question...

- ✓ If you start with 93 and count back in tens, what would be the smallest number you could reach or a 2-100 grid? Would 34 be one of the numbers you say?
- ✓ Put these numbers in order: 835, 535, 538, 388, 508. What would the third number be?
- ✓ Which of these numbers is closest to the answer of 342 - 110?
- ✓ I buy 6 books that cost £4.99 each. How much will I pay to the nearest pound?
- ✓ There are 28 children in the class. $\frac{1}{4}$ are girls. How many girls is that?
- ✓ A film starts at 5.30 p.m. and ends at 8.10 p.m. How many minutes does the film last?
- ✓ What is the difference between 1999 and 8003?
- ✓ What number is 30 less than 64?
- ✓ What is the missing digit?

✓ Shade $\frac{1}{3}$ of this shape

✓ Fill in numbers on the 100 grid

Ask an open question...

- ✓ Tell me two two-digit numbers with a difference of 32
- ✓ What even numbers lie between 30 and 20?
- ✓ Find 3 ways of completing: $\frac{1}{2}$ of $\dots = 30$
- ✓ $2 + 0 = 20$ What could the missing numbers be?
- ✓ These numbers are in order, largest to smallest: 54, 45, 37, 33. Think of a number that could go into each of the empty boxes.
- ✓ Draw a triangle with a line of symmetry that does not have a right angle.
- ✓ If $7 \times 8 = 56$, what is 0.07×47 Give some other decimal facts that are linked to this fact.
- ✓ Give me 3 division questions that have a remainder of 1.
- ✓ Suggest small units you might use to measure the height of your table.
- ✓ Tell me two lengths that together make 1 metre.
- ✓ Write what the missing digits could be: $332 + 10 = 30$

Finishing a sentence

- ✓ 36 can be partitioned into \dots and \dots
- ✓ Two numbers + 200 are \dots and \dots
- ✓ All multiples of 5 end in \dots and \dots
- ✓ Two fractions equivalent to a half are \dots and \dots
- ✓ Capacity can be measured in \dots or \dots
- ✓ Acute angles are \dots
- ✓ A person weighs about \dots
- ✓ Squares have \dots and \dots
- ✓ 16 is between \dots and \dots
- ✓ 3 of the factors of 24 are \dots and \dots

Ask for an explanation

- ✓ Would a chocolate bar rather have $\frac{1}{2}$ or $\frac{1}{3}$ of a bar of chocolate? Explain your answer.
- ✓ What tip would you give someone who is leaving how to round numbers to the nearest 30 or 100?
- ✓ Explain why a number which ends in 3 cannot be a multiple of 4.
- ✓ Explain why two of the three angles in my triangle won't be obtuse.
- ✓ Explain why 36 is a square number.
- ✓ How could we subtract 37 from £2?
- ✓ How could we test a number to see if it is divisible by 6?

Encouraging reflection

- ✓ Could there be a quicker way of doing this?
- ✓ Do you think that this would work with other numbers?
- ✓ Where could you use this strategy?
- ✓ Have you thought of all the possibilities? How can you be sure?
- ✓ Why did you decide to use this method?
- ✓ Can you think of another method that might have worked?
- ✓ Why did you decide to use this method?