WESGREEN MARKING AND FEEDBACK POLICY

Policy Title:	Marking and Feedback Policy
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Approved By:	SLT: SLT

1. Guiding principles for whole-school marking

Research indicates that marking and feedback should:

- be **meaningful and motivating** to students
- **manageable** for educators
- take the form of spoken or written feedback, peer marking and self-assessment
- should relate to the objectives and success criteria of the lessons/scheme of learning, and reflect AfL marking, e.g., teachers could use the S (What were the successes of the work) to recognise achievement and I (What needs to be improved) to set targets

- be appropriate to the task set and the student's response to that task. There is no 'one size fits all' model
- be given, where possible, at the time of the learning so that students can make improvements as they go
- give students opportunities to become aware of and reflect on their learning needs
- give recognition and praise for achievement and clear strategies for improvement to close the gap between current and desired performance
- allow specific time for students to read, reflect and respond to marking - **Dedicated Improvement and Reflection Time - DIRT**
- allow opportunities for students to participate in the assessment of their own work and this will lead on occasions to both marks and/or comments being written themselves or by their peers
- inform future planning and individual target setting
- use consistent codes throughout school
- involve all adults working with the students in the classroom
- be completed by the adult(s) who delivered the lesson (i.e. supply/cover)
- be completed in the language in which the lesson was delivered

2. Guiding Academic Reference Points

2.1 If students do not use the feedback to move their own learning forward, it's a waste of time. Feedback should be more work for the student than it is for the teacher. (Dylan Williams 2014)

2.2 Unless some time is set aside for pupils to consider written comments it is unlikely that teachers will be maximising the impact of the marking that they have completed out of class time.' (EEF *A Marked Improvement*, 2016)

2.3 Careless mistakes should be marked differently to errors resulting from misunderstanding. The latter may be best addressed by providing hints or questions, which lead pupils to underlying principles; the former by simply marking the mistake as incorrect, without giving the right answer. (EEF *A Marked Improvement*, 2016)

2.4 Feedback on learning has a positive effective size impact of 0.70 (John Hattie, 2017)

2.5 There is a distinction between subjects such as English, which are built around a Quality Model of assessment (a student performs a task and they are judged on how well they performed on the task) and subjects such as maths, which are built around a Difficulty Model of assessment (students answer a series of increasingly difficult questions). Written comments in books should be based around improving the quality of work; dialogic SID marking is harder for a subject with a difficulty model of assessment. (Daisy Christodoulou Making Good Progress? The Future of Assessment for Learning, 2017)

3. Responsibilities

Class Teachers

- Mark in line with the Marking and Feedback Policy.
- Share the Marking and Feedback Policy with students.
- Encourage students to record verbal feedback, if appropriate.
- Plan opportunities for peer and self-assessment, if appropriate.
- Encourage students to have a sense of pride in their work and to challenge incomplete or untidy work.
- To ensure that excellent effort and attainment is rewarded through the school rewards system.

Heads of Department and Curriculum Coordinators

- Monitor the application of the Policy to ensure it is consistently applied by carrying out a planned programme of work scrutiny on a fortnightly basis.
- Provide feedback to staff on the monitoring process through the departmental QA process.
- Provide SLT line manager with feedback on the strengths and areas for development in relation to the application of the Marking and Feedback Policy.
- Ensure that less effective marking is identified and necessary support is provided to bring about improvement.
- Conduct moderation with colleagues in the department after summative assessments and keep a log on the shared drive of any changes and comments.

- Monitor Middle Leader QA work and manage deadlines.
- Ensure monitoring takes place via a planned programme of whole-school work scrutiny on a monthly basis.

4. Early Years and Primary School Marking Guidance

The following are acceptable examples of methods of marking and feedback, however a minimum **of one in every third** piece of work in a subject should be marked **in-depth**.

All feedback should **be kind**, **be specific** and **be helpful**.

Verbal Feedback

It is important for all students to have oral feedback from a member of the teaching team on a regular basis. This dialogue should focus upon successes, area for development and to set targets for future learning. A brief note of this should be kept in the student's copybook.

Formative Feedback/Marking

Not all pieces of work can be marked in-depth. Marking should include all spelling, punctuation and grammar being corrected, with correct answers written in by the teacher. It should also include praise, stickers or stamps. Each piece of work should be signed and dated by the class teacher.

Video/ Audio Feedback

An innovative approach for providing feedback on student work in a variety of disciplines is the use of screen capture videos. These videos allow for the recording of what is on the instructor's screen (for example, a student paper) accompanied by audio narration describing strengths and weaknesses of the work being discussed. Feedback recorded as videos should be saved as evidence.

Marking and feedback given by members of the teaching team other than teachers.

Where a member of the teaching team other than the class teacher has been involved in the student's learning, such as the Teaching Assistant, the work should be initialled and commented on where appropriate.

Marking and Feedback Strategies

The following Marking and Feedback strategies may be used in the following Key Stages:

Early Years Foundation Stage
- Verbal Praise   - Stickers and stamps   - Written annotations, short and narrative observations (written)   - Annotations of work and photographs by staff.   - Students beginning to annotate their own work and pictures.   - Oral dialogue with students about their play, work or special books.
Key Stage 1
In Year 1 the EYFS marking system could be used where appropriate.

- In Year 1 and 2 work is often marked and then discussed with the student present. This will be identified by symbol VF (Verbal Feedback) being written against the work with bullet pointed areas of discussion.
- The level of marking will depend on the ability of the student. We will be using 2 stars and a wish.
- Code will be used when marking across all subjects.
- Highlighters can be used in marking. These should highlight good things in green and inaccuracies in pink and all highlighting must link to the success criteria and the marking.
- Up to three common spelling errors can be identified for a student to correct in a piece of work. Students can write out this spelling three times at the start of the next lesson.

Key Stage 2

- In Key Stage 2 VF (Verbal Feedback) can also be given, alongside bullet points of areas of discussion.
- We will be using 2 stars and a wish for all Big Writes.
- The Wesgreen Marking Code will be used when marking across all subjects.
- Highlighters can be used in marking. These should highlight good things in green and inaccuracies in pink and all highlighting must link to the success criteria and the marking.
- Up to three common spelling errors (KS1) and up to five common spelling errors (KS2) can be identified for a student to correct themselves in a piece of work. Students will write out this spelling three times at the start of the next lesson. We expect KS1 and Lower KS2 students to use phonetical spelling. Students should not be overwhelmed by spelling mistakes.
- All students should be aware of the Wesgreen marking codes and what they mean. These symbols will be explained to the students before the teacher starts to use them.

Mathematics

- In Mathematics all pieces of work should be marked.
- A minimum of **one in every third** piece of work should have a quality comment and a next steps question attached. The student can answer this question in their pupil response time.
- Students should be given the opportunity to self-evaluate each lesson objective using an age-appropriate method such as traffic lights or success criteria statements at the end of the work done.

Investigative and Practical Work
1. Where a student has undertaken an investigative or practical task, there should be a quality comment, which reflects their formative and summative assessment.

In-depth Marking (formative assessment)

A minimum of **one in every third piece** of work in a subject should be marked in-depth (written focused feedback). Teachers should focus first and foremost upon the learning intention of the task. The emphasis should be on both successes against the learning intention and the improvement needs of the student.

When marking in-depth teachers should ensure that:

- Marking is done using **red** pens for teachers and students correct and edit in **purple** pen**.**
- Teachers use a **green** highlighter for 2 or 3 successes **('Great Greens')** and a **pink** highlighter for one or two aspects, which need improvement **('Think Pink').**
- Subjects/Year Groups agree at what points in a scheme of learning all teachers will put in **focused feedback** (in-depth marking), relative to the scheme of learning. In-between these, marking will be based on specific comments and marking for literacy.

- Next Steps should be written at the end of each piece of in-depth marking work. The next step marking code should be used - NS. The next step will be a question of purpose and quality to either forward the student's learning or to tackle a misconception found in the student's work.
- Next Steps will be differentiated for each student based on their capability and/or work produced.
- Students must be given time to respond to their next steps in a purple pen (please see below).
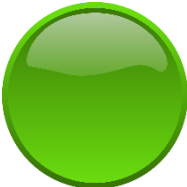
Student's response to the Comments

Self-Marking and Evaluation

- Where appropriate students should be given time at the start of the lesson, to read and consider the written feedback the teacher has provided.
- Students should be encouraged to ask for clarification, if they do not understand a comment and should be clear about what they need to do in their next piece of work, as a result of the feedback they have received.
- Students should be encouraged, where appropriate, to respond to the written feedback, either verbally or by writing a reply using a purple-coloured pen.
- Students may also use the purple-coloured pen to improve the quality of their work.
- All students should be encouraged to self-evaluate their work.
- Students should be given the opportunity to evaluate the work of their peers and provide suggestions for improvement, guided by the teacher. In KS2 this can be via written feedback in a purple-coloured pen.

Traffic light self-evaluation by students

Students will indicate how well they have grasped a topic next to the Learning Objective:

Learning objective understood	Learning objective partially understood	Learning objective not understood

Frequency of Feedback and Marking

Teachers will provide regular verbal feedback during lessons. In addition to this, teachers will follow these guidelines for each Key Stage:

Key Stage 3
- Teachers will mark student books **every 5 lessons OR every 2 weeks (whichever is more frequent)**. This could be marked homework or classwork. *For practical subjects where exercise books are not used, evidence of feedback given to students needs to be recorded and visible (in the same way a marked book would be).* Marking can be Live Marking, which takes place during the lesson whilst students are working. The Teacher or Teaching Assistant will give instant feedback to the student so that they can improve straight away.   - Assessment for Learning will be used as an on-going strategy in lessons to move students' learning forward.   - There will also be instances of students self-marking and peer marking.   - In addition, a minimum of **one formative assessment will be marked every half term in non-core subjects.** In core subjects – **English, Maths and Science – a minimum of two formative assessments** will be marked every half term.   - Teachers will mark a **minimum of two summative assessments** per term. An average of the data generated by this will be entered onto the system to track student performance and progress. Students in all groups will sit the same assessment for consistency. The only exception to this is where a variant paper may need to be used and this is to be agreed by the HOD and SLT.
Key Stage 4
- Teachers will mark student books **every 5 lessons OR every 2 weeks (whichever is more frequent)**. This could be marked homework or classwork. *For practical subjects where exercise books are not used, evidence of feedback given to students needs to be recorded and visible (in the same way a marked book would be).* Marking can be Live Marking, which takes place during the lesson whilst students are working. The Teacher or Teaching Assistant will give instant feedback to the student so that they can improve straight away.   - Assessment for Learning will be used as an on-going strategy in lessons to move students' learning forward.   - There will also be instances of students self-marking and peer marking.   - In addition, a minimum of **one formative assessment will be marked every half term in non-core subjects.** In core subjects – **English, Maths and Science – a minimum of two formative assessments** will be marked every half term.   - Teachers will mark a **minimum of two summative assessments** per term. An average of the data generated by this will be entered onto the system to track student performance and progress. Students in all groups will sit the same assessment for consistency. The only exception to this is where a variant paper may need to be used and this is to be agreed by the HOD and SLT.
Key Stage 5
Teachers will mark student books **every 5 lessons OR every 2 weeks (whichever is more frequent)**. This could be marked homework or classwork. *For practical subjects where exercise books are not used, evidence of feedback given to students needs to be recorded and visible (in the same way a marked book would be).* Marking can be Live Marking, which takes place during the lesson whilst

- students are working. The Teacher or Teaching Assistant will give instant feedback to the student so that they can improve straight away.
- Assessment for Learning will be used as an on-going strategy in lessons to move students' learning forward.
- There will also be instances of students self-marking and peer-marking.
- In addition, a minimum of **one formative assessment will be marked every half term in non-core subjects.** In core subjects – **English, Maths and Science – a minimum of two formative assessments** will be marked every half term.
- Teachers will mark a **minimum of two summative assessments** per term. An average of the data generated by this will be entered onto the system to track student performance and progress. Students in all groups will sit the same assessment for consistency. The only exception to this is where a variant paper may need to be used and this is to be agreed by the HOD and SLT.

In-depth Marking (formative assessment)

- Marking should be done using **red** pens for teachers and **purple** for student's development task. Students correct and edit in purple pen**.**
- Teachers should use a green highlighter for 2 or 3 successes **('Great Greens')** and a pink highlighter for up to three aspects, which require improvement **('Think Pink').**
- Departments should agree at what points in a scheme of learning all department members will put in **focused feedback**, relative to the scheme of assessment and as per the departmental assessment plan. In between these, marking will be based on specific comments and marking for literacy. *(See below)*
- Written Focussed Feedback should include at least one success about the subject content (S) and an area for improvement (I). It is expected that support with literacy will be on-going, with particular literacy focuses certain weeks.

Strengths	This comment should highlight a key strength that the student has demonstrated. This may be as much about the process of learning as the final outcome. *- Your paragraphs have excellent structure. You have clearly understood the PEE Model very well and your use of topic sentences in particular is excellent.* **-Well done, you can now identify square numbers and find their square roots.**
Improvements	This comment should highlight key areas for improvement/provide a key target for development. *-To improve your essay further you should be writing a more balanced piece. This means ensuring that both sides of the argument are recognised. Make sure at least one paragraph recognises a different argument to your own.* **-When finding the square root of a number remember to record the negative root as part of your answer too! Also begin to look at cube numbers.**
Development	Closing the gap dialogue comments take 4 forms: i. **A reminder prompt** – reminding the students of the learning intention/assessment and mark scheme requirements and asking them to possible re-write a section (Yellow Box/flap technique) or re-draw a graph/table to meet intention. ii. **A scaffold prompt** – providing examples of what they need to do to progress and asking them to complete a further example

iii. **An example prompt** – giving exact words, sentences or processes and asking them to use this example to write/find/draw a section again.

iv. **A question** that the student will then respond to. This may be related to the improvement target or could be something focusing on the process of learning.

- *What can you do before you start your essay to make sure that your piece of writing will be balanced?*

- *How did the "speaking paragraphs" we did in class help you in learning how to write paragraphs?*

- **To deepen your understanding in this area explain the relationship between squares and square roots, then attempt the challenge question below:**

$$3\sqrt{27} =$$

Book Presentation at Wesgreen:

The generic 'Expectations for Book Presentation' will be stuck into the front of each student's book, alongside the 'Literacy Marking Code'.
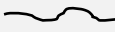

Expectations for Book Presentation

- Use blue or black pen for writing;
- Use a pencil for images/graphs;
- No graffiti;
- Stick in/tag in sheets as instructed;
- Write the date and title;
- Underline headings with a ruler;
- No use of correction fluid;
- No red pen to be used by students;
- Students to indicate whether it is classwork or homework;
- Do not miss out pages unless instructed to do so.

If expectations are not met, you will be asked to copy the work out again meeting the expectations stated above.

All staff in all subjects are responsible for the literacy attainment of students and therefore when marking students' written work you must use the following symbols consistently.

√	Good work
√√	Excellent work
x	Incorrect Answer
(V)	Inaccurate/unsatisfactory vocabulary choice – choose another word
(P)	Punctuation error here
(Sp)	Spelling error here
(G)	Grammar error here
(C)	A capitalised letter is required
?	Underline the word/phrase, which does not make sense and place question mark above it. Express this more clearly; explain – I (the teacher) do not understand what you are trying to say.
//	Start a new paragraph
Eg	Give an example here
NS	Next Steps
^	Add a word, a paragraph, a top (word/information missing)
Cover	Cover Teacher
T / TA	Teacher / Teaching Assistant has helped student
O.A	Objective achieved
P.A	Objective partly achieved
N.A.Y	Objective not achieved yet

Primary Traffic light self-evaluation by students

Students will indicate how well they have grasped a topic next to the Learning Objective:

Learning objective understood	Learning objective partially understood	Learning objective not understood yet