St Luke's Church of England (Aided) Primary School

Progress, Marking and Feedback

POLICY and GUIDELINES

(Approved by Curriculum Committee - 07.03.2016)

Key Principles

Research has shown that consistent and effective marking, as documented in this policy, has a significant impact on raising achievement (Sutton Trust, 2011).Teaching staff spend a large proportion of their time assessing and marking pupils' work. At St Luke's we want all children to make good or better progress and develop positive attitudes to their learning.

The following policy outlines the key issues that ensure the teaching staff and children achieve high standards and have ownership over the learning and teaching that takes place within the school. The policy is to make explicit how the teaching team mark children's work and provide feedback. All members of teaching staff are expected to be familiar with the policy and to apply it consistently, recognising the importance of assessment for learning on pupil's achievement potential. The marking and feedback policy is reviewed at intervals to ensure that it is understood by all new members of staff, that practice continues to reflect school policy, and that everyone has the chance to share and develop practice further.

Shared principles of Marking and Feedback
- It provides opportunity for prompt and regular constructive written or spoken feedback with the pupil; focusing on success and improvement needs against learning intentions.
- All staff and pupils are clear about the learning objectives of a task, i.e. learning objectives are displayed and shared with children at the start of lessons or learning activities, i.e **WIlIBBA**, and take the form of a **'Can I ………………..?' statement**, and are then reviewed throughout the lesson and in the plenary.
- Staff define and make explicit to children the success criteria for meeting the learning objective or target, i.e. **WILF** and the use of **WAGOLLS.**
- Staff provide constructive suggestions, either orally or written, about the ways in which the pupil might improve his/her work;
- Staff agree next steps with the pupil;
- Staff follow up to the agreed targets with the pupil to see how far they have achieved them.

Characteristics of effective feedback
- Feedback is more effective if it focuses on the learning objective of the task, is given regularly and while still relevant. It should be limited to what pupils were asked to pay attention to;
- Feedback is most effective when it confirms the pupils are on the right tracks and when it stimulates correction of errors or improvement of a piece of work.
- Use coded marking against learning objective or **'Can I ……………… ? statement'** for accessibility and manageability
- Use a 'closing the gap' prompt to structure improvement points: Either
    - ✓ A reminder prompt, how do you think…?'
    - ✓ A scaffolded prompt, a direction/order, focused question, start a sentence
    - ✓ An example prompt, give a choice of words/phrases they might choose
- Suggestions for improvement should act as "scaffolding" ie pupils should be given as much help as they need to use their knowledge. They should not be given the complete solutions as soon as they get stuck so that they must think things through for themselves.
- Pupils should be helped to find alternative solutions if simply repeating an explanation continues to lead to failure.
- Feedback on progress over a number of attempts is more effective than feedback on performance treated in isolation.
- The quality of dialogue in feedback is important and most research indicates that oral feedback is more effective than written feedback.
- Pupils need to have the skills to ask for help and the ethos of the school should encourage them to do so.
- Are clearly understood by parents who have knowledge of the school's feedback policy.

Feedback - spoken and written form

Teachers should:

- Ensure pupils are clear about expectations – do they really know what it is they have to do in order to meet the target / learning objective?;
- Feedback must be given against the initial expectations;
- The skills* of responding to feedback must be explicitly taught and pupils must be given dedicated time to respond; (*these must include speaking, listening and personal, social and emotional)
- Feedback should be teacher-to-pupil and pupil-to-pupil, involving dialogue. Pupils should be supported to move from 'I'm proud of this piece of work because it's neat' to 'I'm proud of this piece of writing because I used some very descriptive word';
- Building confident relationships is an essential foundation for the risky business of being honest about what you think of the pupils' work. This is turn will help them to be honest too;
- Schools need to work with parents and other audiences to explain the marking and feedback for learning policy and practice.

Feedback in written form – guidance on marking work

Teachers should:

- make sure pupils can read it and understand it;
- give set lesson time for pupils to read it (e.g. 3 minutes) and give set lesson time for one focused improvement to be made (e.g. 5 minutes), as appropriate.
- make the purpose of work clear and let pupils know how it is to be assessed, making success criteria explicit, i.e. what you expect to see in their work in order for learning objective / the target to be met.
- comments should focus on the learning objective, target or success criteria already established;
- make reference to any targets previously set until the targets are met. Targets give the marking focus;
- ensure pupils are clear what follow-up is expected to any piece of work eg 'do corrections', 'practise certain skills', 'develop the work in certain ways';
- ensure pupils understand any grade, score, level or code (if used);

Self assessment and peer assessment.

If pupils are to learn, they need to identify any gaps between their actual and optimal performance. Pupils need to be able to work out why these gaps occur and they need to identify the strategies that they might use to close the gaps. This is something that has to be done by the pupils and cannot be done for them by the teacher, although the teacher's interchange is crucial to the pupil's understanding of what needs to be done next.

In addition, pupils will need to:

- reflect on their own, and other's work;
- be supported to admit problems and identify areas for improvement without risk to self-esteem;
- be given time to work problems out.

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Guidelines for Marking and Feedback

Symbol	Criteria
Positive Comment	Ensure ground rules on presentation and setting out. Independent work in Maths books, Big Writes and 'Must-do' activities in Foundation subjects and RE are to be marked with a smiley face, positive comment and next steps. Marking must refer to the Learning Objective / Targets / Skills, i.e. WillBBA - Can I ……….. ? statement and Success Criteria – WILF
✔ ☺	Other work can be marked using a tick or smiley face to show that the teacher/child/peer has seen and acknowledged the work.
Vf **S** **I**	Marking should provide evidence of support the child received. For example: - Vf = Verbal feedback given throughout the lesson - S = child completed work with support - I = child completed work independently
☺	Staff should respond to the Can I ………. ? statement by using a smiley face
WAGOLLs	Marking should highlight WAGOLLs - strengths / what the child has done well, i.e. a particular word or feature
Sp	Spelling corrections should be limited to the words the child should know or were given.
☺ ☹	Children should be encouraged to self-assess against their Can I ………..? using the smiley face system
	Marking should include use of descriptive feedback (prompts) where necessary and 'Next Steps' so that children are aware of how to improve their work through the use of: - Reminder prompts: How could you make the description of the character more striking? - Scaffold prompts: You could use a simile to describe how the man is walking down the road. - Example prompts: Why not use a simile such as 'He ran down the road like a cheetah' to describe the character? Children must be given opportunities to read and answer any feedback / complete next steps. This must be consistent and planned for.

In Early Years / Year 1 (Lower ability readers), verbal feedback is paramount but where appropriate, children should be given written feedback and next steps, which will extend their learning. Feedback could be also supplemented with the use of smiley faces / stickers when children are meeting objectives.

Children to complete work in *Pencil* / *Blue pen* .

Children to re-draft/edit/complete challenges in *Red pen.*

Children to peer mark in *Green pen.*

Teachers to mark in *Purple pen.*

St Luke's CE (Aided) Primary School
Monitoring of Pupils' Work

Teacher:		Monitored by:	
Subject:	Year/Group:		Date:

Specific Focus (WILF):

Aspects	Comments
Evidence of Date	
Evidence of Can I ……..? (WillBBA / WILF)	
Evidence of progress within lesson	
Evidence of progress over time	
Consistently well presented	
Children take pride in their work	
Standard of work appropriate for ability of children (quality and amount)	
Is work matched to planning / Learner Profiles / AREs?	
Evidence of level of support recorded (Vf / S / I)	
Marking related to targets / skills / Can I ….?	
Staff response to Can I ………? (Use of smiley faces)	
A range of marking & feedback strategies used	
Evidence of self-assessment (pupils having a role in marking their own work)	
Evidence of peer assessment, where appropriate	
Evidence of child's response to feedback	

Strengths	Areas for Development

Date of review: