Ysgol y Waun

Marking and Feedback Policy

	Date:	Headteacher	Chair of Governors
Policy adopted on:			
Review date:			
Review date:			
Review date:			

Rationale

At Ysgol Y Waun, we recognise the importance of feedback as part of the teaching & learning process, and aim to maximise the effectiveness of its use in practice. We are mindful also of the workload implications of written marking, and of the research surrounding effective feedback.

The Education Endowment Foundation research shows that effective feedback should:
• *Redirect or refocus either the teacher's or the learner's actions to achieve a goal*
• *Be specific, accurate and clear*
• *Encourage and support further effort*
• *Be given sparingly so that it is meaningful*
• *Put the onus on students to correct their own mistakes, rather than providing correct answers for them*
• *Alert the teacher to misconceptions, so that the teacher can address these in subsequent lessons.*

It is vital that we, as teachers, demonstrate, to pupils, how to respond to comments or improvement prompts in their work. Modelling, at all levels and in all classes will ensure pupils respond appropriately with sufficient thought and effort to make a difference in their work. Over time, children's responses will mature although the highest expectations should extend to corrections, improvement prompts and additional challenges.

Key Principles

Our policy on feedback has at its core a number of principles:
 • the sole focus of feedback and marking should be to further children's learning;
• evidence of feedback and marking is incidental to the process; *we do not provide additional evidence for external verification;*
 • written comments should only be used where they are accessible to students according to age and ability;
 • feedback delivered closest to the point of action is most effective, and as such feedback delivered in lessons is more effective than comments provided at a later date;
• feedback is provided to pupils as part of assessment processes in the classroom, and takes many forms other than written comments;
 • feedback is a part of the school's wider assessment processes which aim to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress.
• All pupils' work should be reviewed by teachers at the earliest appropriate opportunity so that it might impact on future learning. When work is reviewed, it should be acknowledged in books.

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Within these principles, our aim is to make use of good practice approaches, to ensure that children are provided with timely and purposeful feedback that furthers their learning, and that teachers are able to gather feedback and assessments that enable them to adjust their teaching both within and across a sequence of lessons.

Feedback and marking in practice

It is vital that teachers evaluate the work that children undertake in lessons, and use information obtained from this to allow them to adjust their teaching. Effective feedback is an important part of the learning process which can be:

1. Immediate feedback – at the point of teaching
2. Summary feedback - at the end of a lesson/task
3. Next lesson feedforward – further teaching enabling the children to identify and improve for themselves areas for development identified by the teacher or complete an additional challenge
4. Summative feedback – tasks planned to give teachers definitive feedback about whether a child has securely mastered the material under study
5. Review feedback – away from the point of teaching (including written comments)

Remote learning feedback- For those children learning remotely guidance and comments will be shared via Seesaw.

These stages are deliberately numbered in order of priority, noting that feedback closest to the point of teaching is likely to be most effective in driving further improvement and learning, especially for younger pupils. As a school, we place considerable emphasis on the provision of immediate feedback. Where feedback is based on a review of work completed, the focus will often be on providing feedback for the teacher to further adapt teaching

These practices can be seen in the following table:

Type	What it looks like	Evidence
Immediate feedback	• Includes teacher gathering feedback from teaching within the course of the lesson, including carpet work, mini-whiteboards, etc. • Takes place in lessons with individuals or small groups	• Lesson observations • Learning walks • Book monitoring • Some evidence of use of marking code /highlighting

	• Often given verbally to pupils for immediate action • May involve use of an adult to provide support of further challenge • May re-direct the focus of teaching or the task • May include highlighting or annotations according to the marking code.	
Summary feedback	• Takes place at the end of a lesson or activity • • Often involves whole groups or classes • Provides an opportunity for evaluation of learning in the lesson • May take form of self or peerassessment against an agreed set of criteria • May take the form of a quiz, test or score on a game • In some cases, may guide a teacher's further use of review feedback, focusing on areas of need	• Lesson observations/learning walks • Some evidence of self – and peer-assessment • Quiz and test results may be recorded in books or logged separately by the teacher • Timetabled pre-and post – teaching based on assessment. • May be reflected in selected marking (end of writing unit)
Next lesson feedforward	• Challenge activity, if appropriate, highlighted in blue/pink • Corrections completed independently or through verbal	• Lesson observations/learning walks • Evidence in books of pupils editing and redrafting their work in red pen.

	feedback with an adult or peer	
Summative feedback	• End of unit quiz or test to check understanding • Application of skills task eg through problem solving and reasoning questions	• Book monitoring • Lesson observations • Learning Walk • Test/quiz scores
Review feedback	• Takes place away from the point of teaching. • May involve some written comments for pupils to read/respond age appropriate. • Provides teachers with opportunities for assessment of understanding. • Leads to adaptation of future lessons through planning, grouping or adaptation of tasks. • May lead to targets being set for pupils' future attention or immediate action.	• Acknowledgement of work completed. • Written comments (age appropriate) and appropriate response/actions. • Adaptations to teaching sequences when compared to planning. • Assessment tools updated regularly for all pupils. • Adaptation of future groupings based on need.
Remote learning feedback	• All focused tasks must be acknowledged by teacher. • Comments made by staff are linked to the LO and SC. • Codes can be used where appropriate linked to skills and descriptions of learning. • Comments from parents via Seesaw	• Comments from parents via seesaw • Comments on pupils' work made via seesaw from teaching staff. • Comments from staff and parents on My Bookblog.

	• Must be the pupil's own work. • Comments made by teachers and parents on My Bookblog.	

All pupils' work should be reviewed by teachers at the earliest appropriate opportunity so that it might impact on future learning.

Marking Approaches

All work will be acknowledged in some form by class teachers. This may be through simple symbols or highlighting of learning objectives

Review marking will only lead to written comments for those pupils who are able to read and respond independently. Where pupils are unable to read/understand such comments, these are shared verbally with children at the next appropriate opportunity and teachers will highlight the LO to acknowledge the work has been checked.

Written marking and comments should be used where meaningful guidance can be offered where it has not been possible to provide this during the classroom session. In the case of groups of pupils having a common need, it may be appropriate for teachers to adjust planning or grouping rather than providing a written comment. Where a child has achieved the intended outcome and is well prepared for the next stage in learning, the learning objective will be highlighted in PINK. Where a child is still to achieve the intended outcome, the learning objective will be highlighted in Green.

In most cases, written comments will be focused on extended pieces of written work or extended tasks. These will allow children's achievements to be recognised and provide further guidance for future learning.

Self-Reflection

A significant aim of feedback should be to ensure that children are able to identify how they can improve their work or further their learning. In Rec-Yr 2 children will be verbally asked to self-reflect against their success criteria and colour in a circle using pink/green.
Where appropriate beginning in Year 2, children will underline examples of where they have achieved their success criteria in orange and colour in their success criteria circles.
RED pen must be used for any FIX IT.

In Maths children will usually self-mark after 4/5 questions to see if they are ready to move on to the next challenge or they need a little bit more help. They need to fix their errors using RED pen. Teachers will still highlight the children's Learning objectives to acknowledge they have seen their work.

Peer Assessment

Peer assessment should be used at least once a week. Where appropriate beginning in Year 2 children will work with a partner and orange their success criteria together and fix using a red pen.

All peer assessed work is to be signed by their peer.

Peer assessment sheets to be used in literacy once every half term in Year 2/3.

In year 4/5/6 peer assessment sheets should be used in literacy on all extended writing (approx. every 3 weeks).

Responsibilities

Teaching staff work towards the aims by:

- Ensuring marking is always focused, diagnostic and aids improvement.
- Following the procedures in this policy.
- Using a range of simple Welsh phrases when appropriate.
- L/O and differentiated Success Criteria are shared with the children and where appropriate devised by the children.
- Ensure the L/O and Success Criteria are shared with the children at the beginning of a lesson.
- **LO must be highlighted** by the teacher on every piece of work to acknowledge they have seen it. Highlighted in PINK if achieved and in Green if a child is still to achieve the intended outcome.
- **Self-Assessment** - In Rec-Yr 2 children will be verbally asked to self-reflect against their success criteria and colour in a circle using purple/green.
- Where appropriate beginning in Year 2, children will underline examples of where they have achieved their success criteria in **Orange** and colour in their success criteria circles.
- *In Maths* children will self-mark after 4/5 questions. They need to fix their errors using RED pen.
- Written comments by adults should be neat, legible and written in **BLUE** pen.
- *Peer Assessment* - Where appropriate beginning in Year 2 children will work with a partner and orange their success criteria together and fix using a red pen.
- All peer assessed work is to be signed by their peer.
- Create planned opportunities for FIX IT and editing at least once a week.
- **RED** pen must be used for any FIX IT.
- Work marked by TA's to be initialled.

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Presentation:
Nursery to Year 3

- Children to write in pencil moving to pen when appropriate.
- Dates to be on LO stickers

Years 4-6

- All dates on left hand side of page and underlined in pencil.
- Dates in English words in Language books.
- Dates numerically in Maths Books.
- Dates in Welsh words in Welsh, Science and Topic books.
- Children to write in black pen.

Marking Codes

Tickled Pink	Pink highlighting pen indicates where a child has been successful.
Green for Growth	Green highlighting indicates elements of the child's work that requires improvement.
SP in margin	Spelling error to be corrected in red pen
^	Missing word
//	New line or paragraph needed.
VF	Verbal feedback given
PIGS:	
P	Paired work
I	Independent work
G	Group Work
S	Supported by an adult
Self Assessment	• Rec-Yr 2 children will be verbally asked to self-reflect against their success criteria and colour in a circle using pink/green. • *Where appropriate beginning in Year 2,* children will underline examples of where they have achieved their success criteria in **Orange** and colour in their success criteria circles. • **In Maths** *(Where appropriate beginning in Year 2),* children will self-mark after 4/5 questions.
Peer Assessment	• *Where appropriate beginning in Year 2 children* will work with a partner and orange their success criteria together and fix using a red pen. • Peer assessment sheets to be used in literacy once every half term in Year 2/3. • In year 4/5/6 peer assessment sheets should be used in literacy on all extended writing (approx. every 3 weeks). • All peer assessed work is to be signed by their peer.
FIX IT and Editing	Children to always use a **RED** pen

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