



# Wingate Primary School

## Marking and Feed Forward Policy

January 2021

## Introduction

The purpose of this policy is to care, guide and support children to develop as learners, to promote the use of quality and meaningful marking in our school and enable all children to learn from the work that they have had marked. In addition to this, our Policy will indicate to other staff and parents/carers how children are developing as learners, what progress children have made and how they can be supported to make further progress and to impact on their learning.

The policy was written by Mrs Binks in consultation with teaching staff. It will be reviewed annually by the Governing Body and staff of Wingate Primary School. This update of the Policy was written in the middle of the COVID-19 pandemic and as such, practice may have to be altered dramatically from that usually deployed in our school.

## Marking Procedures

- Work should be marked with children present whenever possible – verbally or in writing. **During COVID, for children in school, do not get too close, wear a mask, limit your time with them, stand rather than kneel or sit near them- if possible.**
- Teachers / Support Staff working with their focus group should make a comment stating the learning objective/criteria for assessment and child to adult ratio. This will be recorded as a footnote using cursive handwriting and agreed Teacher codes – number of pupils, who supported, assessment points linked to Learning Objectives. When children have only been prompted and encouraged a P/E should be written in the footnote.
- Over the course of a week each child should have at least one quality mark comment on at least one piece of their work in English and Maths. Comments should be linked to the learning that has taken place rather than be a comment about what they have experienced and can be verbal or written. **During COVID, this is clearly not possible but make every attempt to mark returned Lockdown Books as soon as it is safe to do so (after 72 hours quarantine) so you can feed back during welfare calls or on Teams sessions.**
- Specific points of learning should be picked out and errors should be explained with opportunities for children to respond to any explanations if appropriate. If these are in 'real time' a T should be written next to the misconception/ error to show that it has been addressed within the lesson using blue or green pen.
- When appropriate, the points identified should be corrected by the child.
- Not every mistake needs to be corrected – the purpose of correcting work is to emphasise, consolidate or re-establish the learning.
- Comments may be oral – they do not need to be written down, especially for younger children. When discussions about a piece of work have taken place a VF (for verbal feedback) will be written next to the piece of work.

During COVID, verbal feedback can be noted briefly on any CPOMS entries following welfare calls. Any issues will be annotated in the footnote at the bottom of the page.

- To correct a mistake, in maths a dot will be written next to the mistake. In maths the correct answer may be written by the child after reviewing their results alongside the incorrect answer / solution.
- Children in Years 1 to 6 should be encouraged to check completed work and self correct before discussion with the marker when appropriate. They should initial their work to show that they understand the feedback and should respond eg with an initial, redraft or verbal response. During COVID, this could enhance opportunities for marking from home with children on teams as well as for those in school.
- Errors may need to be addressed throughout the lesson as a whole class, at the end of a lesson through the plenary session or of the subsequent lesson, or as a key part of a subsequent lesson if expected learning has not taken place. During COVID, this is more difficult but could possibly be picked up during welfare calls or in Teams sessions.
- Erasers are not to be used except under staff supervision. Children should usually correct mistakes by drawing one line through the error.
- Work must only be marked using blue/ green pen. Peer marking in KS2 should be done using blue pen.
- Gems may be awarded for achievement and should be used as a means of raising self-esteem. Children are regularly reminded of expectations for addressing success/marking criteria and improving/ maintaining high levels of presentation in their work, and so understand the value of Gems. During COVID this is difficult for children working from home but maybe could be gathered and recorded in Lockdown Books for when they return.
- Whenever possible, marking should be positive yet realistic and relate to the learning objective/success criteria and be in line with expected achievement. Marking MUST always be respectful in line with our designation as a Rights Respecting School. This obviously must be the case for children in school and working from home due to COVID.
- Children may be invited to show their work to others – staff, children or their family (via photocopy or on Teams if more appropriate) when they have made significant progress, attainment is high or development points are met or exceeded. Staff employing this strategy MUST prepare the audience (either verbally or in writing) prior to sending the child to show the piece of work.

### **Aims of Quality Marking**

To be effective and raise achievement marking should:

- Support and extend children's learning;
- Be positive and constructive – not destructive;
- Be sensitive – and if necessary discrete;

- Be appropriate to the task;
- Be understood by the child;
- Be done while a task is being carried out or as soon as possible after the task is completed.
- Enable children to make effective progress, **whatever the context and whether they are working from home or in school.**

### **Review**

This policy will be reviewed at least one year from the date on the front page by the HT, staff, children and governors of our school.