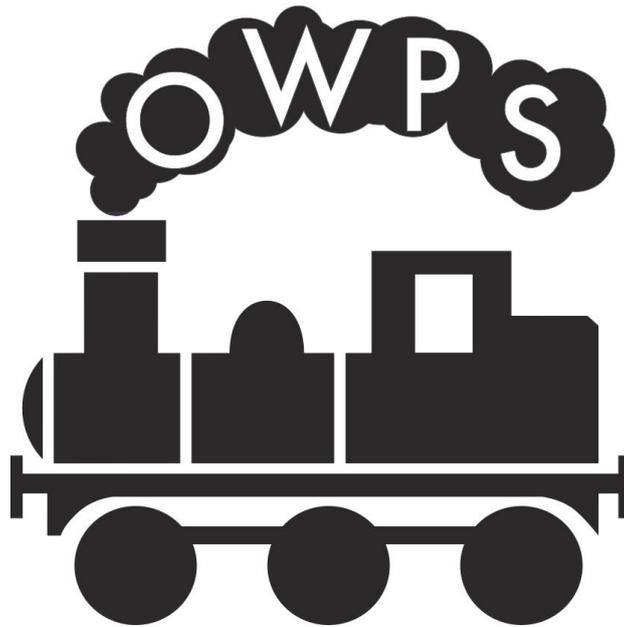


Orton Wistow Primary School



Marking & Feedback Policy

Status	Recommended
GB Monitor	Performance And Standards
Staff Lead	Colin Marks
Senior Lead	DH
Version	FINAL
Publication Date	Aut 18
Next Review	Aut19

Date Agreed:	
Headteacher:	
Chair of Governors:	

To enable children to understand how to improve and move forward in their learning, regular and up to date marking of work and the use of a range of feedback techniques is essential.

This policy sets out the ways in which we will feedback to children and involve them in assessing and improving their own work.

Aims

1. To ensure continuity and consistency in our approach to the children's work
2. To create clear and structured opportunities for children to improve their work and move their learning on
3. To make expectations clearer to children, teachers and parents
4. To help in the assessment, both formal and informal, of child progress
5. To provide a model that children can use themselves when assessing their own work

Classroom practise

Although there will be some non-negotiable factors across all teams within the school, feedback will look different from Key Stage One to Key Stage Two.

Presentation of work

All children should take care to present their work to an appropriate standard across the curriculum.

Numeracy and Literacy books in Key Stage Two should contain a set of presentation reminders on the first page. These can be used as prompts within written marking or used in verbal feedback when a child's presentation has slipped below the expectations set out at the start of their book.

Key Stage One should promote high standards of presentation through modelling, sharing others good work and teaching handwriting regularly.

WALT Slips

Initially in KS1:

- The WALT slip will be printed on paper with the WALT already written on it.
- Children will write the short date

After May half term, Y2 children will copy the WALT and the date in full from the board.

KS2

- Children will copy the WALT and the date in full from the board on to a generic WALT slip

Date:		With a Teacher		Did Great	
We Are Learning To:		With a TA		Did Well	
		Pair/Group		Needs practise	
		Independently		Incomplete	
My Own WILF					

Children will be encouraged to identify their own WILF having considered feedback from an adult or self/peer assessment

WILFS will appear on the board and Learning Walls.

For as often as possible, where possible, we will create a WILF sheet (see below) for children to write the WILF themselves and with a space for self and peer assessment.

For example

<i>Your writing will need to miss every other line for editing.</i>		<i>Have I included these success criteria?</i>	<i>What does my partner think?</i>
<i>My writing needs to include:</i>			
*			
**			

<i>Now read your writing carefully and make any necessary edits. Think about the effect on the reader and the impact that each sentence is creating.</i>			

- Each piece of written work to have one of the new style WALT slips
- Teachers to mark in **Green Pen** and to initial any work they assess.
- TAs to mark in **Red Pen** and to initial any work they assess.
- Trainee teachers to use blue
- Children to mark their own work and make improvements in **Purple Pen/Pencil**.
- The teacher will tick the box to indicate whether the child has worked with an adult or independently or in a pair or group
- If the teacher or TA work with a child during the lesson at an ad-hoc time they will indicate where they have supported them by drawing a green/red stick man in the margin and use an arrow to show the part of the work they were supported with.
- Adults may annotate children's books to reflect their intervention where useful and/or relevant, including suggestions pointers for the children to address there and then.
- Annotations may take the form of modelling, prompting, correcting etc. Annotations should not be extensive or contrived – if it is burdensome and does not impact on learning, DON'T WRITE IT!
- These annotations will be made in the colour pen the adult uses.
- TAs may be asked to 'mark' the work of the children they have worked with and would therefore complete the WALT slip.
- All children will have regular guided sessions with the teacher and TA. In most morning lessons two groups will have worked with an adult. Their feedback will have been provided DURING the lesson.
- Adults will ✓ all correct answers and X and correct any wrong answers. They may wish to put a ● if they want the child to go back and correct the mistake with a purple pen.
- Children working independently of an adult will have their books 'marked' after the lesson

- After the lesson the teacher will review all of the children's work, whether they worked with an adult or not, in order to make notes on their Distance Marking sheet.
- Teachers will update their Distance Marking sheet every day so that they have notes to guide them the following day. Notes will be made on the children who have struggled and for those who have exceeded expectations.
- It is vital for the teacher to include details on what intervention/support/extension/changes to planning will come as a result of the notes made on the lesson.
- Once the changes have taken place (e.g. TA working with the child during assembly to close the gap) it should be highlighted or ticked on the DM sheet so it is clear that it has taken place.
- Teachers are to avoid taking books home in the evening and weekend.
- There are five possible outcomes for children:
 - Child has made numerous errors and has not achieved the WALT=
 - teacher puts a tick in the 'Needs practise' box.
 - Teacher makes note on DM sheet that child needs support/something different the next day and ACTIONS this
 - Child has not completed the work set
 - Teacher ticks the incomplete box
 - Child has achieved the WALT and there are no minor errors (see below) =
 - Teacher ticks the 'Did well' box.
 - Child has achieved the WALT but there are minor errors that the child was capable of not making=
 - Teacher ticks the 'Did well' box.
 - Teacher corrects the errors in green pen.
 - Child has exceeded the WALT and there are no errors=
 - Teacher ticks the 'Did Great' box.
 - Teacher considers using the 'Mr Eardley' stamp at the end of the work.

Organising your children

- Adults must work with a guided group throughout the lesson
- Other children work alone, in pairs or in groups, independently of an adult
- All good assessment for learning practice remains in place, e.g. self and peer assessment, use of success criteria, mid-plenaries etc.

What constitutes a 'minor correction'

- An error that is otherwise used correctly throughout the work or in previous pieces – e.g. correct use of punctuation such as speech marks, question marks, full stops etc. but one or two have been missed.
- A transcription error – e.g. a capital letter in the wrong place, reversed number, 't' not crossed etc.
- An incorrect answer amongst a range of correct answers that demonstrate the child has understood a concept – e.g. a calculation error, missing unit of measure from an answer etc.
- An odd spelling mistake that should be within the child's expected realm of spelling capability – e.g. high frequency words, the appropriate homophone etc.
- Simple rule of thumb: A child should see a minor correction and think, *"oh yes, I missed that"* rather than, *"oh, I didn't know that"*

Additional Ways to Praise a Child

- **Pink Highlighter Pen:** used to highlight elements of pupil work that is particularly impressive when considering the child's individual attainment and expectations. Not required in maths books.
- **Headteacher stamp:** A specially made stamp *'Mr Eardley would love to see your work'* is used by teachers to signify outstanding performance by a pupil – the stamp is used rarely to maintain its very special status.

Photographic evidence

During some practical activities teachers may wish to take photographs for evidence in the children's folders/books. These photos should be accompanied by a description of the task, the WALT, date and an indication of whether or not they have achieved the WALT.

If children are taking part in a cross curricular project or themed week that involves numeracy or literacy skills but not in a standard numeracy or literacy lesson (eg, measuring skills in a DT project), a photo could be taken and put into the appropriate book/section of the folder as evidence towards those skills

