

Seghill First School

Marking and Feedback Policy

1. Rationale

The regular marking and assessment of children's work is an essential requirement of all teachers as reinforced in Teachers' Standards May 2012 (effective from September 2012) Part 6 'Make accurate and productive use of assessment' in particular:

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements;
- make use of formative and summative assessment to secure pupils' progress;
- use relevant data to monitor progress, set targets, and plan subsequent lessons;
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

This policy should be read in conjunction with the Presentation Policy and the Nelson handwriting scheme.

2. Key principles

Marking recognises the achievements of pupils and allows teachers to record the way in which children have responded to the task set. It informs teachers of the various aptitudes and academic performance of pupils and informs future planning to meet the needs of individuals and to personalise learning.

By responding appropriately and sensitively to children's work we provide them with feedback on their achievement, progress and attitude to work and set challenging next steps and/or targets. Through this type of constant monitoring and assessment standards are raised and expectations can be met.

By using marking as part of on-going teacher assessment we can record achievement, diagnose difficulties and plan appropriately for individuals, significant groups and the whole class.

3. Purposes

The purpose of marking and feedback is to-

- provide a positive atmosphere where all work is valued, expectations are high and all achievements are recognised;

- raise expectations and standards through the constant monitoring and encouragement of children and their endeavours;
- make regular assessments that inform future planning to meet the individual needs of pupils;
- evidence the good and outstanding teaching, quality of learning and pupil progress within the school;
- provide continuity and progression as children progress throughout the school;
- indicate what the child has done well;
- through “next steps marking” provide precise improvement prompts so children can improve the quality of their work.
- provide opportunities for children to apply their knowledge, skills and understanding in response to a challenge task.

4. Equal Opportunities, including Special Educational Needs

All children should take an active role in their learning. Staff should use their knowledge of individual children; what motivates them, their individual learning style, their interests and enthusiasms. Marking should reflect this knowledge wherever possible to motivate and inspire children when responding to the work and contributions across school.

For children on the SEND register, responses must reflect a child’s individual targets and progress against them.

5. Marking code to indicate levels of support or independence

The following codes should be used to indicate levels of support on every piece of work;

G	work has been completed as part of a guided activity.
S	work has been completed with the support of an adult.
VF and comment	verbal feedback has been given either during the task or at the end of the piece of work and a summary of what was said has been recorded.

If the codes above have not been recorded it is assumed that the work has been completed by the child independently.

6. Marking code to show errors

The following codes should be used to show errors;

pay <u>nt</u> (instead of paint) jump <u>t</u> (instead of jumped)	Underline the part of the word which is incorrect.
pul (instead of pull) ^ Febuary (instead of February) ^	Put an insert sign ^ where an extra letter or letters need to be added.
Children should use a dictionary or word mat to find the correct spelling and write it out correctly at the end of their work using purple pen.	
The boy <u>gived</u> the dog a bone. ⓒ	Underline the word and mark with ⓒ to show a grammatical error.
I came back on Ⓜonday.	Circle the letter if an upper case letter is used when it should have been lower case, or vice versa.
I will wear my <u>green</u> hat.	Draw a wiggly line under a letter if it is not formed correctly or in line with Nelson style.
Children should write out the highlighted word correctly at the end of their work using purple pen.	

Teachers will use blue pen to mark and provide written feedback on children's work.

Children should cross out using one straight line if they make a mistake.

7. Correcting errors and misconceptions in letter formation and spelling

Errors and misconceptions such as reversals, erratic use of capitals, size and/or formation of letters and numbers will always receive constant attention and be corrected and modelled by the teacher. Corrections for the children to practise are written at the bottom of the page for the child to complete the following lesson during "fix it time".

Teachers will model the correct formation of a letter as individual letters, such as a a a a.

Alternatively, teachers will model the correct letter formation in the context of a word. If letter p is formed incorrectly, the teacher will model how to write the letter correctly in the context of an age appropriate word containing letter p, such as spot spot spot.

Common consistent errors and misspelt high frequency words will always be corrected. Generally by Year 2 children should write, cover and learn these. Teachers will write these at bottom of a piece of work for children to practise by writing them out three times (using purple pen in key stages 1 and 2).

Children in key stages 1 and 2 will complete corrections using purple pen next to where the error has been identified (not overwriting the error).

They will practise letter formation and/or write out spellings three times using purple pen.

Subject specific vocabulary should be provided for the children so they can refer to the correct spellings during their writing and as an aid to remembering and learning the spelling of these words.

8. Marking and feedback

Children must be provided with written and verbal feedback to ensure they understand what they have done well and what they need to do to improve their work.




All written work must be marked or acknowledged by an adult.

Feedback must be made in relation to the WALT (We Are Learning To) and WILF (What I'm Looking For) statements.

WALT (We Are Learning To) statements are used to explain the objectives of a series of lessons. WILF (What I'm Looking For) statements are used to explain the expectations of the children in specific pieces of work.

Teachers will mark children's work and provide written feedback in relation to the WALT and WILF statements. This will be done by-

- using ticks on every WILF sticker to indicate whether the WILF statement has been achieved or exceeded; and
- providing written feedback in relation to the WALT and/or WILF telling the children what they have done well and what they need to do to improve their work.

	One tick means that the WILF statement has been achieved.
	Two ticks mean that the WILF statement has been exceeded.
	Dot means that the WILF statement has not been achieved and this will be referred to in the written feedback.

The purpose of ticking the WILF statement is to avoid unnecessarily re-writing the WILF statement as written feedback.

Teachers must tick or dot every WILF statement for all children for every piece of work with a WILF sticker.

If the child’s work shows that they have met or exceeded the WILF statement on the WILF sticker the teacher will challenge the child further using a challenge task to be completed during “fix it time” (see section 9).

All written feedback must-

- be written using age appropriate language;
- take in to account any improvements from the previous piece of work;
- be written by staff using the agreed Nelson handwriting style in blue pen;
- include the initials of the teacher next to any written feedback;

Work marked by a supply teacher should say “marked by supply teacher”.

8.1 Telling the children what they have done well

In addition to ticking the WILF statements on the WILF sticker, teachers may

- highlight examples of meeting the success criteria. For example, if the WILF was to use adjectives to interest the reader, interesting adjectives will be highlighted in the child’s work by the teacher using a highlighter pen and also on the WILF sticker;
- explain the best features of the work. For example, “I really like the way you have added the word “fearsome” to describe the dragon”.

Teachers should not write comments which repeat what is said on the WILF sticker.

8.2 Telling the children what they need to do to improve their work

In addition to ticking or dotting the WILF statements on the WILF sticker, teachers will make a written comment which-

- gives precise improvement prompts to explain to the child what they need to do to improve their work during “fix it time”. This will start with EBI (even better if). For example, “EBI you re-write paragraph three and add time connectives from our list”.

8.2.1 Telling the children what they need to do if work does not meet the expected standards explained in WALT, WILF and/or our Presentation Policy

If a piece of work is produced which does not meet the expected standards explained in WALT, WILF and/or our Presentation Policy, written feedback will clearly state that this piece of work must be improved or re-done. This may be done outside lesson time, including at break time and/or lunch time if required.

8.3 Telling the children if they have completely misunderstood the task or the concept

It would be inappropriate for the teacher to write an EBI comment if a child has completely misunderstood the task or the concept, therefore getting the majority of their work wrong.

If this is the case, the teacher will ask the child to see them either outside the lesson or during the next lesson to deal with the misconceptions. Evidence of additional teaching and support required will be provided in the child’s book.

All teachers will ensure that “fix it time” happens daily so children can reflect on written feedback and improve their work (see section 9).

9. Fix it time

Daily planned opportunities for children to reflect on written feedback and improve their work will be provide through planned “fix it time”. The purpose of “fix it time” is two-fold. During “fix it time”, children will correct any errors, improve the quality of their work in response to specific improvement prompts provided by the teacher and respond to challenge tasks.

Correcting errors includes-

- practising correct letter formation by writing the letter or word (see section 7) three times;
- practising correct spellings by writing the word (see section 7) three times;
- inserting missing words or punctuation.

Improving their work in response to specific improvement prompts provided by the teacher includes-

- adding specific language features, such as time connectives or adverbs;
- adding an additional paragraph to give more detail;
- changing a word used repetitively for more interesting words, such as repetition of “and” or “then”;
- adding additional punctuation.

Responding to a challenge task includes-

- doing an additional task, such as writing another sentence or completing another calculation in response to specific improvement prompts provided by the teacher;
- applying their knowledge by answering a more difficult question;
- applying their knowledge by answering a question in a different context;
- applying their knowledge by answering a question in problem solving context;
- agreeing or disagreeing with a statement provided and being able to explain the reasons for their view.

Children in key stages 1 and 2 will complete corrections and make improvements using purple pen.




It is crucial that teachers rigorously check the outcome of “fix it time” during and after every lesson. All teachers must-

- initial the corrected or improved work to show that the work meets the expected standard;
- insist that work is re-done if it still does not meet the expected standard;
- respond to the challenge task completed by the child.

If errors have been repeated or instructions to improve work have not been followed during “fix it time”, the teacher must rigorously pursue this until the expected standard has been reached. This may be done outside lesson time if required, including at break time and/or lunch time if required.

10. Pupil self-assessment

Children will colour the circle next to every WILF statement on their WILF sticker to show how they think they have done in relation to each WILF statement.

	Green means they the child feels confident about their work in relation to the WILF statement.
	Orange means they the child feels fairly confident about their work in relation to the WILF statement.
	Red means they the child does not feel confident about their work in relation to the WILF statement and they need more help with this work.

Teachers must clearly show how they have intervened if a child has used red to indicate their level of confidence against the WILF statement through verbal feedback, precise improvement prompt using EBI, level of support and/or differentiation during subsequent lessons (see section 8).

Children will be provided with an explanation of the marking codes in sections 5 and 6 and marking against the WALT and WILF in their writing books and on display in their classroom.

Teachers must insist that all children colour the circle next to each WILF statement for every piece of work where there is a WILF sticker. Teachers must check this for every piece of work and pursue children who have not done this to make sure it has been done.

11. Marking and feedback for disadvantaged children

The gap between outcomes for disadvantaged children compared to non-disadvantaged children nationally is too large.

As a strategy to address this, teachers will mark the work of disadvantaged children first and before marking the work of non-disadvantaged children in their class. Teachers will mark the work of disadvantaged pupils in more detail and provide a precise improvement prompt or challenge task for every disadvantaged child for every piece of work.

This is an additional strategy used for disadvantaged pupils that demonstrates our focus on them making accelerated progress.

Version control	
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