



Webheath Academy Primary School

Marking Policy 2020

04 May 2020

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Approved :

Team Reviewed : SLT,Full Governors

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1. Feedback and Marking

At Webheath Academy we recognise the importance of feedback as part of the teaching and learning cycle, 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.

Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation and other expert organisations. 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
- provide specific guidance on how to improve and not just tell students when they are wrong

The Department for Education's research into teacher workload has highlighted written marking as a key contributing factor to workload. Webheath Academy has investigated alternatives to onerous written marking, and collaborated with other schools who have already implemented effective feedback policies, in order to create this policy in line with the EEF's recommendations and those of the DfE's expert group which emphasises that marking should be **meaningful, manageable** and **motivating**. We have also taken note of the advice provided by the National Centre for Excellence in Teaching Mathematics that the most important activity for teachers is the teaching itself, supported by the planning and preparation of the lessons.

2. 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 the 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 the 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 the later date;
 - feedback is provided to both teachers and pupils as part of assessment processes in the classroom, and takes many forms other than written comments;
 - feedback is 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 pupil's 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.

Within these principles, our aim is to make use of the 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.

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.

At Webheath Academy, these stages can be seen in the following practices:

3. 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. Feedback occurs at one of the three common stages in the learning process:

1. Immediate feedback – at the point of teaching
2. Summary feedback – at the end of a lesson or task
3. Review feedback – away from the point of teaching (including written comments)

Type What it looks like Evidence (for observers)

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Immediate	<ul style="list-style-type: none"> • Takes place in lessons with individuals or small groups. • Often given verbally to pupils for immediate action. • Includes teachers gathering feedback from teaching, including carpet work, mini whiteboards, starter questions etc. • May involve the use of support staff to provide support or further challenge. • May re-direct the focus of teaching or the task. • May include highlighting or annotations according to the marking code. 	<ul style="list-style-type: none"> • Lesson observations/learning walks • Some evidence of annotations or use of marking code/highlighting. • Teacher stamp used with purple pen corrections and improvements evident in the books
Summary	<ul style="list-style-type: none"> • 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 the form of self or peer assessment against an agreed set of criteria. • In some cases, may guide a teacher's further use of review feedback, focusing on areas of need. 	<ul style="list-style-type: none"> • Lesson observations/learning walks • Timetabled pre- and post-teaching based on assessment. • Evidence of self and peer assessment. • May be reflected in selected marking (end of a writing unit)
Review	<ul style="list-style-type: none"> • Takes place away from the point of teaching. • May involve written comments for pupils to read/respond to. • 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. 	<ul style="list-style-type: none"> • Acknowledgement of work completed. • Written comments 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.

4. Marking Approaches

All work will be acknowledged in some form by class teachers. This may be through simple symbols such as ticks and smiley faces or highlighting of the learning objectives or through verbal recognition.

In Early Years Foundation Stage and Key Stage 1, 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 the children at the next appropriate opportunity.

In Key Stage 2, written marking and comments should be used where meaningful guidance can be offered which it has not been possible to provide 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 of learning, the learning objective is highlighted.

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.

5. 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. At the end of English and Maths lessons, the children may write self-reflection comments or use smiley faces to show how they feel about their learning in that lesson. In Key Stage 2, sentence stems provided by the teachers support these reflections. In KS2 Maths, the children usually self-mark after 4/5 questions to see if they are ready to move on to the next challenge or need a little bit more help. They then need to find their errors and correct their mistakes (supported by an adult if needed). The teachers still look at these books every day and use that knowledge to decide the next steps in learning.

6. Target Setting

The teachers and pupils work together to set and agree Reading, Writing and Maths targets on a regular basis.

In Maths, targets for the children are based on the key number skills needed for each stage of learning that underpin broader mathematics learning, including number bonds, multiplication facts, place value and standard written methods.

In Writing, targets are based on the key spelling punctuation and grammar rules for each stage of learning as well as key composition skills.

There is no expectation that targets are updated on a fixed term, but these should be reviewed regularly by both pupils and teachers, and updated when they are achieved. Targets should not remain for a long period but take account of a child's need and progress so that they are achievable.

7. Marking codes

Where written marking or annotations are appropriate, the intention is that minimum teacher time should lead to maximum outcomes. One way in which we achieve this is through the use of our marking code, which combines the use of highlighters and symbol codes. The core of this code is set out below, although some additional age-appropriate elements may be included in some phases of the school. Some marking is carried out in class or as the next lesson in the

sequence to ensure a misconception can be addressed.

Detailed marking: A blue highlighter pen might be used to highlight examples in the work where learning objectives have been achieved ('blue for brilliant'). A pink highlighter might be used where specific objectives need further action within the piece of work ('pink for think')

General marking: a blue highlighter star may be used if an objective (child set, lesson objective or personal target) has been achieved and the work is being marked in this way. A pink highlighter question mark might be used with a brief written 'closing the gap' comment where objectives have not been met. Pink will be used sparingly and for one key element of the work if necessary.

iv) The following abbreviations may be used to indicate the level of feedback and support given:

I = independent work SS = some support given S = a supported piece of work

V = verbal feedback GW = Group Work PA = Peer Assessed SA = Self Assessed

SC = self corrected

Staff Name	Last Open	Signature Date
Alison Preece	07-07-2019	07-07-2019
Amanda King	15-05-2020	15-05-2020
Angela Skidmore	06-05-2020	06-05-2020
Bev Dean	05-05-2020	05-05-2020
Cassie Biddle	Not Yet	Not Yet
Charlotte Randle	05-05-2020	05-05-2020
Charlotte Robinson	Not Yet	Not Yet
Debra Foster	07-05-2020	07-05-2020
Debra Haywood	11-05-2020	11-05-2020
Emily Atkinson	05-05-2020	05-05-2020
Emma Clifton	21-04-2020	05-05-2020
Emma Greaves	06-05-2020	06-05-2020
Fraser Parkinson	03-04-2019	05-05-2020
Hannah Lant	13-05-2020	13-05-2020
Harriet Mayne	Not Yet	Not Yet
Hollie Heffernan	16-01-2019	16-01-2019
Jack Berbezier	07-09-2020	07-09-2020
Janine Burton	Not Yet	Not Yet
Jayne Woodward	20-02-2019	05-05-2020
Jo Rhodes	26-06-2020	26-06-2020
Joanne Archer	20-08-2020	20-08-2020
Joanne Remes	05-05-2020	05-05-2020
John Cox	30-06-2020	30-06-2020
Karen Allen	05-05-2020	05-05-2020
Karen Gould	Not Yet	Not Yet
Karen Osborne	19-05-2020	19-05-2020
Karen Smart	11-05-2020	11-05-2020
Kate Baylis	05-05-2020	05-05-2020
Kate Cuvelot	05-10-2020	05-10-2020
Kate Gibbs	05-05-2020	05-05-2020
Katie Evans	Not Yet	Not Yet
Kirsty Anthony	Not Yet	Not Yet
Laura Emmerson	11-05-2020	11-05-2020
Leesa Corden	12-05-2020	12-05-2020
Lisa Battey	06-05-2020	06-05-2020
Lorraine Pitt	05-05-2020	05-05-2020
Lucie Wheatcroft	05-05-2020	05-05-2020
Mary Haines	05-05-2020	05-05-2020
Mel Hopkins	05-05-2020	05-05-2020
Richard Showell	06-05-2020	06-05-2020
Robin Lunn	Not Yet	Not Yet

Rosalind Wolfe	06-05-2020	06-05-2020
Sallie Clifton	06-05-2020	06-05-2020
Sam Bates	Not Yet	Not Yet
Sam Salisbury	05-05-2020	05-05-2020
Samuel Cornick	05-05-2020	05-05-2020
Sandra Davies	07-05-2020	12-05-2020
Sandra Thornevell	05-05-2020	05-05-2020
Sarah Czyrko	14-02-2019	01-10-2020
Sarah Giles	31-01-2019	Not Yet
Sarah Hawkes	12-05-2020	12-05-2020
Sarah Newburn	06-05-2020	11-05-2020
Siobhan Deeny	12-05-2020	12-05-2020
Steve Downs	23-06-2020	23-06-2020
Support	05-05-2020	05-05-2020
Tanya Howarth	08-09-2020	09-09-2020
Tatjana Dulic-Smit	Not Yet	Not Yet
Tracey Bickford	06-05-2020	11-05-2020
Victoria Bowling	05-05-2020	05-05-2020