

Woolenwick Junior School
Marking and Constructive Feedback Policy
(including presentation of workbooks) V1

Policy Name	Marking and Constructive Feedback Policy
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Constructive feedback and marking policy

Our policy aims to promote a consistent approach by all staff when giving feedback in order to have the maximum impact on children’s learning as well as ensuring staff workload and therefore well-being is supported and managed.

Why do we mark?

Marking can sometimes be carried out because it is an expected role of teachers. We want to create a culture where staff mark for a purpose; to have an impact on the children’s progress and learning. For this reason, as a staff we shared and explored the importance of marking in March 2016 in order for this policy to be created reflecting the staff’s opinions. The following reasons were explored and considered the most important from the staff present during the discussion:

- ❖ To support teachers AFL ready for the next session (lesson, intervention group) – this may lead to re-grouping children, adapting the planned lesson, providing more scaffolding, etc.

- ❖ To provide feedback to children which allows them to feel confident, to recognise their effort is noticed, to provide a sense of achievement, to know what they can do and what they need to improve.
- ❖ To allow and promote dialogue between teacher and child which enables appropriate, further feedback to be given.

As well as these reasons, we recognised marking can be useful to:

- ❖ Set future targets for children by identifying their next steps in their learning.
- ❖ Act as an aide memoire when working with children in future lessons.
- ❖ Show parents that their children's work has been recognised and valued.
- ❖ Support the children in improving their own ability to review their work.
- ❖ Support the planning of future lessons and assessment processes.

When do we mark?

All learning which children produce must be marked. The way in which this is done is dependent on the activity, the future learning and the judgement of the teacher whom is marking. There is no set amount of occurrences in which work should be marked to address growth mindset or to provide targets.

When marking, in order to decide on the detail of the marking, we ask staff to consider *“what type of marking will best impact the children?”*

How should we mark?

The different types of marking is outlined below. All marking should be carried out based around the success criteria of the lesson. All learning should have a title which has up to three “I can” statements to form a success criteria. These should be displayed at the start of the learning with the date clearly marked on it. Each classroom has been provided with sticky label printers which enabled multiple labels to be produced rapidly. The “I can” statements should be carefully thought out in order for the children to be able to achieve them. When the teacher is planning the lesson, they should think about what it is they expect to see in the learning to say it has been achieved. At times, the success criteria may form a process (steps to success).

Non-negotiables of marking

- All learning must be marked in time for the next lesson (if it impacts it) and follow the policy expectations.
- All marking must be accurate and carried out in the correct colour in order for the children to identify quickly between progress and growth comments. .
- Where work is correct, it should be marked with a purple tick and, where work is incorrect, it should be marked with a green dot.
- Not every mistake needs to be corrected (especially in independent writing), as this may be counter-productive to a child's motivation.
- All children are encouraged and reminded to self-correct.
- Staff should model presentation to the children which we expect of them – handwriting should be joined, clear and legible. Any mistakes the adult makes, should be crossed out with one near line.

- High standards of grammar and punctuation should be modelled and are encouraged and mistakes are corrected as appropriate to the child's age and literacy development.
- Staff should take care to use vocabulary and expressions the children will understand – be mindful of their age and their reading ability and how much they can take in/dissect.
- All homework should be marked, usually on a weekly basis. The adult may write a summative comment. Homework that is late will simply be ticked and dated. Stickers, stamps, smiley faces and house points may be awarded sparingly for good work.

Marking pens

Adults are expected to mark in only two colours – purple and green pen. These are provided by the school and are available in each classroom as well as in the stationary cupboard.

- Purple pen – the adult will use purple pen to show the child is making progress with their learning – “progressing purple”. The use of this marking is to acknowledge and recognise achievement and/or progress, success and/or completion of work. It is also used to comment on evidence of a growth mindset (effort, resilience, determination, perseverance, etc). Comments such as “well done” should be avoided unless time is taken to explain why this has been written, i.e. “well done for achieving the success criteria” or “well done for showing perseverance today.”
- Green pen – the adults will use green pen to address misconceptions (using a dot rather than a cross), to use the REG code (see below) and to comment on poor presentation.

Children are expected to respond to marking and verbal feedback using the red coloured biros. There should always be enough in each classroom and small learning room for every child to use one at the same time.

Types of marking

At Woolenwick Junior School, we aim to minimise teacher workload in order to positively benefit staff well-being. Additional to this, we recognise children can be overwhelmed and discouraged by lots of written feedback around their learning and are therefore aiming to write less in order to maximise impact.

- a) **On-going dialogue** – this is carried out during learning time and is led by the adults working in the classroom at the time (teacher and teaching assistant). It is the intervention which promotes the children to think deeper and/or to revisit misconceptions made. It takes place verbally and may happen during whole class, small group or 1:1 support. This is often considered the most valuable type of feedback and should be evident in all lessons. When significant 1:1 verbal feedback is given, a verbal feedback stamp or the code ‘VF’ should be written in green pen and initialled by the adult giving it. The adult may wish to include a short comment on what they spoke to the child about. The child should be encouraged to use red pen if the verbal feedback given means correcting a piece of learning they have just carried out.
- b) **Light-marking** – the adult will use purple pen to tick or use symbols to represent the “I can” statements in order to mark off next to the success criteria. Green pen may be used to dot mistakes made. Light marking does not require comments to be

made. This level of marking may be carried out by any adult working in the lesson. It is often useful if carried out as you work with a group as this provides instant feedback to the children as well as identifying if a child needs their learning changed within the lesson.

- c) **Developmental marking** – ‘REG’ marking. This is carried out in green pen and is where staff will usually provide a code at the end of the piece of work which is based against the success criteria. There is no expectation of how often this will happen! The code is either R, E or G. The children respond in red pen – “response red”. This marking may be carried out by any adult working in the lesson however it is deemed the responsibility of the teacher taking the lesson to set REG marking.

R = reinforcement – this is where the children will be asked to complete something of the same level, go over misconceptions or continue with the learning they were doing. If a child has not achieved one of the ‘I can’ statements of the success criteria, an R may be given.

E = extension/enrichment – this is where the children will be asked to carry out a new piece of learning. It will be a step up from their previous learning and will often require the child to master and/or explain their learning. This will often be given when a child has shown they have achieved the success criteria well.

G = guided – this is where the children will be asked to work with an adult to look further into their learning. It may be the children need further scaffolding or modelling to support their development. This could be due to misunderstandings and needing to clarify misconceptions. However guided marking may be given to a child who you feel is ready to move on to the next challenge but you know will need support to do so.

NB/ Marking in English, sometimes requires additional comments to be made as REG can sometimes be tricky to provide to groups of children. This is particularly true when children carry out more sustained pieces of writing where they have a very individual success criteria. Additional marks may be made in the margin to show the children on particular lines that they have mis-spelt a key word (sp) or have missed out punctuation (P).

- d) **Self and peer-assessment** – on occasions, children may be asked to mark their own (brown pen) or a peer’s (orange pen) book. This may happen as frequently as the teacher feels necessary however it is the responsibility of the teacher to ensure the assessment is correct and to use it to inform future lessons. Examples of self/peer-assessment includes marking calculations, providing two stars and a wish, using a mark sheet to support marking, etc.

At times, it will be necessary for the teacher to carry out part b or c marking as outlined above. This is separate to self-reflection which will be addressed later in the policy.

Children may need to be shown how to carry out the expected assessment – i.e. what makes a good two stars and a wish.

- e) **Summative assessment** – some feedback may simply celebrate success (provide a sticker or a mention in the Gold book (see behaviour policy) or be used to see how well a child is doing against a criteria (end of term assessments, Big Maths tests, spelling tests, etc). We try to keep this form of assessment to a minimum.

Marking of spelling

A child should be commended for producing phonically plausible word attempts or using standardised rules, even when misapplied. Not all spelling mistakes will necessarily be identified. Teachers may pick out only key words which the child should know or which have been the focus for teaching during that session.

Marking code

The marking code should be written next the date/title of the lesson. It should be of normal handwriting size and presented neatly.

- ❖ When a child works in a Guided group with an adult they need to be asked to write a G and ring it. The initials of who they are working with should also be placed next to the G. A guided group is when a group of children work together on a piece of learning guided by an adult. Therefore their achievement/progress may have been heavily impact by this guidance. All children (no matter of their ability should have access to guided learning).
- ❖ When a child is supported by an adult in the classroom (occasional input/discussion allows the child to work independently), then a T should be written and ringed. Again, the initials of who they are working with should be placed next to the T. All children (no matter of their ability should have access to guided learning).
- ❖ When a marking code is not used, learning will be presumed to be independent.
- ❖ If the class is covered by an adult who is not the named class teacher, the children should be asked by the covering adult to place a C in a ring. The initial of the covering teacher should also be placed.

Marking when the class is covered by a teacher/teaching assistant

When a class is covered by a qualified teacher, every effort should be made to adhere to this policy. When a class is routinely covered by a senior teaching assistant, especially if it is a core subject, every effort should be made to adhere to this policy. Where a teaching assistant's contract states her/his hours only fall within the school day, extra time should be allowed as soon as possible so s/he can mark. When a teaching assistant covers a class on an ad hoc basis, marking can be minimal. In such a circumstance s/he should use the C code for cover, tick correct answers and possibly write a short summative comment e.g. "Lovely work".

Self-reflection

Being able to reflect on one's learning is an important skill to do in order to better oneself as a learner. Encouraging children to identify what has gone well with their learning as well as identifying their next steps is integral to their development. Woolenwick Junior School is a growth mindset school and follows Building Learning Muscles (powers) which encourages children to reflect on their learning journey.

Children should daily be asked to reflect on their learning. At times, this will be in more depth than at other times.

- 1) Reflection by using a 'face' – adults may ask the children to draw a small face next to the title of the lesson to show how they feel about the learning they have done. This should be done by using a smiley face (I feel good), a straight line smile face (I feel a little confused/made my brain tick a little too hard) or a squiggly smile face (I feel frustrated by my learning). We try to avoid children using a sad face as learning

should not make us sad; we encourage children to learn from their mistakes and to take learning which encourages them to think a little harder.

- 2) Reflection using a face and a comment from this. Children may use a face and then elaborate a little further on why they chose to display this face.
- 3) Adults may provide sentence stems to the children which they expect them to complete. This may be done verbally at times with a talk partner and then shared with the class. It should also, at times, be captured alongside the learning writing in brown pen. This is a useful tool to use as it provides a reflection journal of the learning journey.

Sentence stems examples include:

- I found my learning because
- My next steps are
- I know this because
- helped me with my learning today.
- I enjoyed/did not enjoy my learning today because

Roles and Responsibilities

Governors:

- to ensure that the school shares, implements and monitors this policy
- to ensure that the policy is reviewed at least every 3 years or more frequently if appropriate.

The Headteacher:

- to ensure that the implementation and monitoring of this policy is manageable, consistent and has a positive impact on children's learning

The Senior Leadership team (Assessment, English and Maths Co-ordinators + SENCO):

- to ensure the effective implementation of this policy.
- to regularly monitor the implementation and effectiveness of this policy
- to provide feedback to Governors on the effectiveness of this policy

Teachers and Teaching Assistants:

- to implement this policy and follow the identified guidelines.
- to ensure that children's work is marked appropriately, positively and within appropriate timescales.
- to provide workbooks for scrutiny as required and to act on any feedback given.

Appendix 1 - Expectation of Presentation

As a school we are committed to raising the standards of our children's learning and believe raising our expectations of the presentation of learning provides a key part in supporting this. We want all children to feel proud of every workbook they learn in.

Workbooks

- All workbooks are stored in the art area.
- If they are running low, please ask the office to order more a.s.a.p.
- The children will start new English and maths book each year. All other workbooks are passed up through the school.
- We use the following workbooks:
 - English – lime green A4 lined
 - Handwriting – lilac handwriting lines
 - Magpie – small notebook – light blue
 - Reading Record book – printed in school
 - Guided Reading book – dark blue A5 book
 - Maths - yellow A4 squared - 1 cm squared at the beginning of Year 3 (in line with the infant school) moving onto 5mm squared as soon as possible
 - Explorer maths – dark blue A4 book
 - Times tables – turquoise notebook
 - Big Maths book – orange A5 squared
 - Science and Topic – red A4 lined
 - PSHE and RE – pink A4 lined
 - Computing and Spanish – orange A4 lined
 - Art – black A4 plain
 - Learning logs – pink A4 plain

Presentation

- All children are expected to present their learning to their best ability and they should be encouraged and expected to do so.
- Where some children struggle to present their learning neatly, support should be provided (see SEND section below).
- All staff should convey a consistent expectation that we try our best.
- All staff should model high standards of presentation and provide verbal and written reminders to children.
- Children should be encouraged to refer to the 'Non-negotiables' presentation page of their passport and/or the presentation template page at the front of their maths and English books.
- Workbooks should be presented in the following way:
 - printed label on the front with child's name and class;
 - plastic cover should be on every book to prevent the books from become 'tatty' as they are used frequently.
 - the cover should not be drawn on, torn, stained etc;
 - each page should be used (in order) – where a child misses a page, they should go back and fill it in;
 - each piece of learning should start with a printed label (created by the teacher) which has the date, title and success criteria written on. The long date should be used in English and other foundation subjects. The short date is used in maths, learning logs and at the discretion of the teacher. The standard of English and use of punctuation must be correct.

The date and title should be underlined before the label is printed. The children should not be expected to write this out for their selves as it will take up valuable learning time.

- where a child makes a mistake, they should cross it out with one line;
- all children should be encouraged to use joined handwriting.

In English lessons

Children should follow the presentation template page written on the first page of their book.

Additional to this, they should:

- write with a sharp, HB pencil which does not have a pencil topper;
- only write in pen once they have received a pen license;
- use a black ink, school handwriting pen;
- write on every other line when drafting (not other books);
- leave a line between paragraphs (not indent);
- use coloured editing pens when directed (not felt-tip pens).

For further information, see English and Handwriting policies.

In maths lessons

Children should follow the presentation template page written on the first page of their book.

- write with a sharp, HB pencil which does not have a pencil topper;
- ring the question number and then leave a square;
- write one digit in each square;
- use a ruler for graphs, tables, shape nets etc;
- be discouraged from rubbing out working out, jottings etc;
- use coloured correcting pens/pencils when directed (not felt-tip pens).

For further information, see Mathematics policy.

Worksheets should be:

- kept to a minimum;
- named (with correct use of capital letters);
- glued neatly in books, on the correct day so there is a clear chronology of work;
- glued so all work can be read and the sheet is not sticking out – it is the responsibility of the adults in the classroom to ensure the sheet is trimmed so it can be stuck in neatly and where possible, without the need to fold it.
- dated and have a title and success criteria;
- to the same standard as the other work in the book (no doodles, scruffy writing etc);
- marked.

Special Educational Needs and Disabilities (SEND)

Those children with SEND should be given special consideration.

This may include-

- pencil grips or special pencils/pens;
- paper clips on book corners to avoid the pages curling;
- a scribe;
- worksheets copied onto coloured paper or enlarged;
- larger lined books or plain paper;
- a slanted desk/surface.

For further information, see SEND and Inclusion policies.