

Marking and Feedback Policy



Principles

Whiteknights Primary School encourages all children to fulfil their potential in the entire curriculum and promotes high achievement by teaching children to build resilience, resourcefulness, reflectiveness, reciprocity, and the value of repetition. These are key principles in our 'Growing Greatness' philosophy.

We believe that there are two main reasons to mark pupils' learning:

1. To motivate the pupil;
2. To move learning on by:
 - Addressing a misunderstanding;
 - Reinforcing a skill or key piece of information;
 - Extending a child's understanding or ability to do something.

Learning objectives and success criteria

Every lesson will have a learning objective and success criteria grid which will be stuck into a pupil's book so that they know how to be successful in their learning (see expected format below). In EYFS and KS1, the Letterjoin font (size 10) should be used. In KS2, the font used will be Calibri (size 11).

- The success criteria, or success steps, will be process driven (each step will begin with an imperative verb e.g. Multiply the tens by the ones);
- The learning objective will be phrased 'I can';
- Teachers will refer to the L.O. and S.C. at the beginning, and throughout, a lesson;
- To indicate the level of support a pupil has received during a lesson, either the pupil or teacher will circle: S (supported), G (guided) or I (independent);
- The date will be printed on the success criteria. In English and Foundation subjects, the date will be written in full (e.g. Monday 13th May). In Mathematics, the date will be written in its short form (dd/mm/yy).

Pupil self-reflection

- Pupils will reflect on their learning at the end of every lesson by completing their success criteria (in EYFS, the adult will complete this with the pupil):
 - Pupils will draw a dash in green pen in the box next to a success step if they feel it has been achieved;
 - Pupils will draw a dash in blue pen in the box next to a success step if they feel it has not been achieved;
 - Pupils will then draw a green or blue dash in the box next to the learning objective. If this has been partly achieved, pupils will draw a green and a blue dash.
- In KS2, every success criteria grid should have space for a pupil comment. This should have a pre-planned question which pupils then respond to using purple pen. It is helpful to use Bloom's Taxonomy to devise these to ensure that a range of question types are posed across a series of lessons. In EYFS and KS1, this may be discussed verbally with pupils;
- Where appropriate, pupils will use purple pen to self-assess their learning during a lesson.

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Feedback – English and Mathematics

Writing and Mathematics will be marked daily. Guided Reading will be marked once per week (on a Thursday).

- During a lesson, pupils will receive instant feedback – either verbally or written. Pupils are expected to respond to this feedback immediately;
- When marking a pupil's learning:
 - Green pen will be used by teachers to show achievements (e.g. ticks in green pen, not highlighter). There is no need for teachers to write a green comment as pupils' achievements are recognised through feedback (green on success criteria). House points may be awarded where appropriate, however stickers and stamps should not be used;
 - Blue pen will be used by teachers to indicate a mistake, correction and/or give a next step (written in pen, not highlighter). Teachers will not use a cross, but will use a blue dot instead.
- Teachers will assess a pupil's learning using the success criteria:
 - If a pupil **has achieved** the learning objective, the teacher will highlight the box next to the learning objective using green highlighter;
 - If the pupil **has not achieved** the learning objective, this box will be highlighted blue. **The teacher will then use blue highlighter to indicate which steps from the success criteria the pupil has not achieved.**
- Once per week, if appropriate, a learning objective may be taught over two days/lessons. In this case, teachers will not provide a written next step on the first day; instead, teachers will meet after school to adapt their planning for the following lesson in response to their teaching. Both lessons will have the same success criteria with both dates typed onto it. Pupils will write the short date in the margin of their books when starting the learning on the second day.

Next steps

- Following a lesson, every piece of learning will have a next step (written in blue pen) which pupils will respond to at the beginning of the next lesson (using purple pen);
- Effective next steps should: address a misunderstanding; reinforce a skill or key piece of information; or extend a pupil's understanding or ability to do something;
- Next steps should be personalised in order to move a pupil's learning on.

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Peer assessment/marking

Peer marking may be **used once per week** in English and Mathematics lessons. Foundation subjects and Guided Reading books are not peer marked.

The following must be followed when peer marking:

- Pupils to work in partners or trios;
- One pupil to put their book on top of the other pupil's. Ask partners to peer discuss their writing and work together to improve it. This is better than asking children to simply swap books, which leaves them unsupported;
- The role of the partner is to advise. The author should be the only one making marks on their work, and they should have the final say on any changes;
- Model what peer marking should look like, using the visualiser. Encourage pupils to respond as readers (saying something like, "Yes, she's used the past tense," doesn't help children judge the quality beyond the basic structure of the piece. Instead, focus on questions such as, "What words, phrases or sentences have the best effect? Why?");
- Pupils should write their partner's comment in their own book using purple pen (e.g. Amy said ...). There should be one comment to acknowledge something they have done well, and one comment for something to improve (this should focus on content/literary language, and not on secretarial aspects such as spelling /handwriting);
- The 'Teacher' box on the success criteria should be replaced with 'Partner'. Pupils will then complete their success criteria with their partner.

Foundation subjects

The above applies to all foundation subjects, but no written next step is given. Teachers will correct spelling and key vocabulary where appropriate.

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Mathematics learning objective and success criteria

S G I		13.05.19
Pupil	<u>LO: I can find the product of a mixed number and a whole number.</u>	Teacher

_____	Partition the mixed number into an integer and fraction.	
_____	Multiply the integer.	
_____	Multiply the fractional part.	
_____	Re-combine my answers.	
_____	If required, simplify my answer.	
What might someone find tricky about this method? What advice would you give them?		

Writing learning objective and success criteria

S G I		Monday 13 th May
Pupil	<u>LO: I can analyse a non-chronological report.</u>	Teacher

_____	Read the text.	
_____	Clarify any unfamiliar words or phrases.	
_____	Identify the features of a non-chronological report.	
_____	Find examples of the features.	
_____	Explain the effect of the features on the reader.	
Which sentence in the model text do you think is most effective? Why?		

Foundation subjects learning objective and success criteria

S G I		Geography: Earthquakes	Monday 13 th May
Pupil	<u>LO: I can identify areas of the world where earthquakes occur.</u>	Teacher	

_____	Label my map with countries I know.		
_____	Colour in areas where I think earthquakes occur.		
_____	Create a key for my map.		
_____	Label the oceans, continents and some capital cities.		
Why do you think earthquakes more likely to occur in some places rather than others?			