



# Crown Lane Primary School

## FEEDBACK AND MARKING POLICY

### Aims

Feedback studies show it can have very high effects on learning when it is specific, accurate and clear and given sparingly so that it is meaningful. (EEF, January 2018)

Through our Feedback and Marking Policy we aim to ensure that:

- all pupils understand what they have done well
- pupils know how to improve their learning
- clear, visible progress is evident for all pupils overtime
- all feedback is motivating, meaningful and manageable

We will do this by providing the children with:

- frequent, detailed and accurate feedback, both verbal and written
- positive feedback highlighting what they have done well
- developmental feedback to show what they need to do to improve further
- regular opportunities to respond to the feedback and make improvements

### Expectations

- The purpose of all feedback is to advance children's progress and learning
- The majority of feedback and marking should happen within the lesson as much as possible
- ALL work must be marked by an adult
- Marking should be done no more than 2 days after work has been completed
- Marking should consist of:
  - WALT T Objective Taught but not achieved
  - WALT A Objective Almost achieved
  - WALT M Objective Met
  - WALT E Objective Exceeded
- Success Criteria must be evidenced in books in **all subjects**
- Weekly, one piece of writing per child should be marked with a **Wow and Now** comment taken from success criteria (this may be highlighted on the success criteria in the book rather than written as a comment)
- **Wow comments** must be positive, identify what has been done well and be linked directly to the Success Criteria (with examples highlighted in green where appropriate)
- **Now comments** must be linked to the success criteria and either identify an area for specific improvement and or an area for an extension of understanding or mastery (with examples highlighted in pink where appropriate)
- In Maths, there does not need to be a **Now**, as it will fed into the next day's teaching
- Children will be given time to respond to marking regularly, whether this is to edit written work, to correct maths questions or to show understanding of the Now in the following piece of work
- Marking must be done in red pen in neat, legible writing



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- Children must edit and self/peer assess in green pen
- Children should self-assess against the success criteria
- Children should have opportunities for peer assessment (based on the success criteria), using the assessment sheets to write their Wow and Now comments
- Level of support needs to be indicated

The following symbols should indicate the level of support

- CT            Class Teacher supported
- TA            Teaching Assistant supported
- WS            With support – this may refer to a particular question or paragraph
- I                Independent working

## Types of Marking

- Verbal feedback given (mark using VFG)
- In depth marking that includes a Wow/Now comment based on success criteria (this may be highlighted on the success criteria rather than written, as appropriate)
- Light touch marking – WALT E/M/A/T

## Success Criteria

- Must be evidenced in books in all subjects
- Must be clearly understood by children, with examples shared either in books, on tables or on working walls
- Can be differentiated when appropriate, either by children receiving different success criteria or by the use of Must, Should and Could success criteria
- Should be clearly linked to the lesson objective (may be steps needed to achieve the lesson objective)
- May be written as Steps to Success to achieve the lesson objective where appropriate (e.g. in Maths)
- Should be clearly linked to National Curriculum objectives
- Children must be given time to assess work based on success criteria, using smiley faces to indicate their level of confidence
- Wow and Now comments must be based on Success Criteria and may be highlighted on the Success Criteria rather than written

## Self and Peer Assessment

- Should be evidenced weekly in books
- Should be based on Success Criteria
- Must be completed in green pen



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- Self assessment should be based on Success Criteria and children may highlight examples of where they have used different criteria in their work (where appropriate)
- Peer assessment should be based on Success Criteria
- Peer Assessment should be evidenced on assessment Wow and Now sheets

## Guided Groups

- Must be annotated with a GG followed by the specific learning objective (WALT)

## Responding to Marking

- Children must be given regular opportunities to read and respond to teachers comments
- Responses may be in the form of:
  - a written response in green pen
  - a further example written by the child to show understanding of an objective (in green pen)
  - corrections in the work (e.g. corrected calculations in maths work)
  - progress evident in future pieces of work where children have applied the Now comment

## Annotation abbreviations

VF(G)	Verbal Feedback (Given)
I	Independent work
CT	Class Teacher supported
TA	Teaching Assistant Supported
GG	Guided Group
WALT E	WALT Exceeded
WALT M	WALT Met
WALT A	WALT Almost met
WALT T	WALT Taught (but not met)

Signed:

Headteacher \_\_\_\_\_

Date: \_\_\_\_\_

Chair of Governors \_\_\_\_\_

Date: \_\_\_\_\_