

Marking and Feedback Policy



The Croft Primary School

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Introduction

At the Croft Primary School, pupils take pride in their learning and give their best. We recognise these efforts through both verbal and written feedback to celebrate their successes. We also use feedback to help the pupils see what they can do to improve their work to move their learning on. Marking and feedback is an essential part of the learning process as it helps pupils to develop their own skills and also informs the teacher's planning and next steps. The focus is placed upon high quality adult and pupil interactions as opposed to post-lesson marking.

Aims

- To celebrate pupils success, hard work, effort and progress.
- To help students see how they have met the WALT and WILF.
- To identify next steps in learning.
- To support targeted teaching.
- To help pupils see how to move their learning forwards.

Formative and summative assessment

We understand the value of both formative assessment and summative assessment and the role it can play in a pupil's education. Our assessment policy details this along with the processes and procedures. In terms of this policy, a high focus is placed upon formative assessment and using this to support targeted teaching as well as pitch and challenge throughout the lesson and learning journey. Reference throughout this policy is made to assessment for learning an essential tool in ensuring that staff respond and intervene in a timely manner so that pupils are able to thrive in lessons.

WALT and WILF

Each piece of work at The Croft has a clear WALT (we are learning to) which outlines concisely the skills and knowledge being addressed in the lesson. It will use blooms taxonomy to support pitch and challenge.

WILFs (what I am looking for) are also used to help students see the smaller steps in their learning in order to be successful in achieving the WALT.

e.g.

WALT: evaluate the reliability of secondary sources of evidence

WILF

- Retrieve information.

- Compare it to at least two others.
- Consider where the evidence came from
- Draw conclusions.

WALT: write an explanation text.

WILF

- Use causal conjunctions
- Use technical vocabulary
- Use time and place adverbials

Self and peer assessment

At the Croft, we value the essential role self and peer assessment can have as part of the marking and feedback practice. Teaching the pupils how to accurately self and peer assess supports the children in identifying their own successes and areas to develop. It helps them to identify their next steps and develop their independence in learning. If pupils self or peer assess, they do this in purple pen and identify who assessed the work.

Verbal feedback

Staff work closely with pupils and make use of a wide range of strategies to deploy assessment for learning throughout the lesson. This means that they provide in the moment, timely and accurate verbal feedback to students frequently and on numerous occasions within a lesson. This supports pupils learning, informs mini-plenaries and whether any intervention from the adult is needed. Verbal feedback does not need to be recorded. It may be indicated by a V in a circle. The focus is instead on high-quality adult and pupil interactions to continually support learning and progress within the lesson and consequently overtime.

Intervention

Effective assessment for learning within the lesson support staff in identifying when pupils need in the moment intervention to support their learning. This may be 1:1, small group, mini-plenaries, adapting learning, use of additional resources or targeted teaching. The idea is that the teacher carefully adjusts their delivery responding to pupils within the lesson. This kind of intervention may be indicated by an I in a circle.


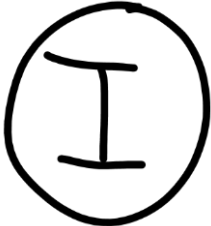
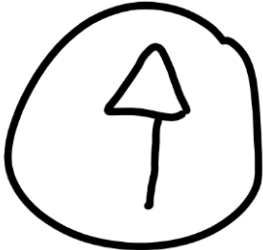

Aim High tasks

In order to support pupils aiming high in their learning they will be given regular 'aim high' tasks. These are based on assessment of their learning within the lesson and could address misconceptions, correct errors, next step in learning, consolidate learning, support retention over time or apply skills. These are given in English and

Maths once weekly and once a half term in foundation subjects. They are given when they are needed and relevant rather than on a scheduled day. They should be in direct response to the learning within the lesson and support the pupils progress towards to beyond the WALT.

Written Feedback

- Staff are encouraged to maximise the use of live marking so that pupils receive in the moment feedback and staff are able to effectively utilise assessment for learning to support and adjust delivery as needed to ensure all pupils achieve well.
- Pupils write in blue pen or pencil for their general work. They use purple pens as the polishing pens to edit and improve work or respond to teacher feedback.
- Staff mark in black pen. All staff can and should mark work as it is about providing timely and accurate feedback in order to motivate and support learning.
- Supply teachers would indicate that the work is marked by a supply.
- Pupils put a line through a mistake or something they want to change.

	
<p>Green highlighter shows where the pupil has achieved the WALT or WILF. It celebrates success and helps the pupils see how they have met the intended learning outcome. Between 1-3 per piece of work.</p>	<p>Shows where an intervention has taken place within the lesson. This could be teacher support, mini-plenaries or targeted teaching based on assessment for learning.</p>
	
<p>The up arrow stands for an 'aim high' task. This can be to address a misconception, consolidate learning, stretch the learning further or provide a next step.</p> <ul style="list-style-type: none"> • English and maths once a week. • Foundation subjects once a half term. 	<p>Shows where verbal feedback has been provided. This will be based on in the moment feedback and ongoing assessment for learning.</p>

Feedback on spelling

It is important that pupils and staff place a high focus upon spelling. If pupils spell a relevant common exception word, spelling pattern word or key topic vocabulary wrong, staff may indicate this. They will identify up to two spellings in a piece of work.

In KS1, the word will be written at the bottom of the page and the pupil copy once.

In LKS2, an sp will indicate which word is spelt incorrectly and pupils will either self-correct or be provided with the word to correct based on AfL.

In UKS2, a sp will indicate the where the incorrect spelling is and pupils will self-correct.

These strategies may be adjusted based on individual pupils needs.

SEND

Reasonable adjustments will be made on a 1:1 basis to ensure that feedback meets the needs of pupils with SEND. This may be ensuring that feedback is verbal, a change in colour, additional time to respond to feedback. Etc.

Staff will liaise with the SENCO to ensure appropriate feedback which still meets the principles and aims of this policy.

Linked policies

- Assessment policy
- EYFS policy
- SEN policy