

Westbury Church of England Junior School



Marking and Feedback Policy

Rationale

“Feedback is information given to the learner and/or the teacher about the learner’s performance relative to the learning goals which can then redirect the teacher’s and the learner’s actions to achieve the goal.” *The Sutton Trust 2012*

At Westbury Junior School, we believe that Assessment for Learning is fundamental to improving children’s progress through sharing and developing the learning process with all of the children.

The following policy outlines how Assessment for Learning is implemented at Westbury Junior School to achieve a high standard of teaching and learning.

Aims

The intention is for Assessment for Learning (AfL) to occur in everyday lessons. AfL improves learning and raises standards. The way staff mark and give feedback to pupils is central to the process.

AfL during everyday lessons includes:

1. Explicit Learning Objectives (Shared as the What and WALT for a lesson)
2. Success Criteria (Shared as the How or WILF for a lesson)
3. Questioning
4. Feedback
5. Marking
6. Self-evaluation

Our ultimate aim is for the children to become confident, independent learners with high levels of enjoyment and understanding and to promote the ability in children to question what, why and how they are learning.

1. Explicit Learning Objectives

Effective learning takes place when learners understand what they are trying to achieve and why it is important – ‘the bigger picture’. It is therefore important that pupils know the learning objective of the lesson as this gives a focus, enabling pupils to review their own progress and to see if they have met the objective set.

Teachers share the WALT (We Are Learning To) for the lesson. This is the learning that will take place in the lesson and not the activity of the lesson. Helpful learning objective stems include ‘describe’, ‘explain’, ‘share’, ‘ask’ and ‘demonstrate’.

Teacher demonstration and modelling will closely relate to the learning objective as will the subsequent activities.

2. Success Criteria

Developing success criteria to achieve the learning objective helps provide children with a framework against which they can focus their efforts, evaluate their progress and discuss issues.

Success criteria can be generated by both the teacher and the children and are referred to as the WILF (What I am Looking For) in the How part of the lesson. The WILF is differentiated and the number of elements dependent on the learning and the class. Where possible, the children collaborate to develop the WILF and incorporate their Next Steps.

3. Questioning

We use questioning in a variety of ways. The key purpose is to develop learning and extend thinking. Asking questions highlights misconceptions from which the member of staff builds up knowledge of the children. Time is invested in framing key questions for use during the demonstration and modelling part of the lesson to ensure learning progresses.

Key questions, including *prompting, promoting and probing* questions, are recorded, when relevant, in teacher's short term planning. Some questions will require children to put hands up while at other times any child may be asked and therefore it is a hands down question.

Thinking time is essential to give all children the opportunity to think and respond. This enables more children to contribute to discussion and misconceptions can be dealt with more effectively. The use of 'talk partners' where children can rehearse and scaffold their answers will lead to greater responses from the children and therefore provide much more information for the teacher about the extent to which children have understood the learning. There is a great emphasis on talk before and during the writing process.

4. Feedback

The feedback given by staff to children is fundamental in improving the progress they make. Teachers identify the next steps to learning as well as responding appropriately to the mistakes that children have made.

Oral

- Most regular and interactive form of feedback.
- Focussed on being constructive and informative to help pupils take the next steps in their learning.
- Can be direct (targeted at pupils/individuals) or indirect (whole class can listen and reflect on what is said).
- Whole class or group marking of one piece of work can be useful as the teacher invites children's contributions so that the piece is marked through a process of discussion, analysis and modelling.
- Opportunity to model the language pupils can use when responding or giving feedback to others.
- Developmental feedback- recognise pupils' efforts and achievements and offer specific details of way forward. This can be done through 2 stars and a wish.
- Emphasise the learner's progress and achievement rather than failure.

Self and peer assessment

Children are encouraged to self- assess their work. In maths, this is done by recording traffic lights in their books and the more able are encouraged to write a self-evaluation.

After each WOW day (Write On Westbury), the children self-assess their writing using differentiated marking ladders and they peer-assess work formatively at the teacher's discretion.

5. Marking

We aim to ensure that all children have their work marked in such a way that it will lead to improved learning, develop self-confidence, raise self-esteem and provide opportunities for assessment – including self-assessment. Marking will encourage learners to be aware of how and what they are learning. The emphasis in marking will be on a child's achievement and what the next steps need to be in order for the child to further improve. Marking will feed into next steps in teaching for the teacher. Children are given a Next Time marking on each piece of work that is formatively marked.

6. Self-Evaluation

Children are expected to reflect on their work in the following ways:

English

- Year 3 Orally at least twice a term using 2 stars and a wish
- Year 4 Written twice a term using 2 stars and a wish
- Year 5 Self-evaluation at the end of a unit of writing

- Year 6 Self-evaluation on average once a week

Maths

- All year groups to traffic light and using self-evaluations to encourage the children to try and identify where they have gone wrong. This is progressively more in depth as the children move through the school

Key points for marking guidance:

- Minimum of 1 piece of formative marking in English and Maths each week. In addition, once a term, each subject is formatively marked
- All other work to be acknowledged – it is not expected that planning/draft/ideas/morning books are marked
- Green pen is used to write in
- Pink and yellow (lots of!) highlighting based on the WILF
- Appropriate spellings to be marked in addition to the improvement – up to 3 which the children will improve during the following lesson. More able children are asked to find synonyms and antonyms
- Punctuation to be marked in addition to the improvement using a zigzag line to indicate an error has been made
- If an adult has supported a child in their work, it is to be acknowledged in the margin by the WALT
- The pink part of the marking is based upon the improvement that will make the biggest difference for that piece of work and the amount of pink improvements are at the discretion of the teacher and linked to the needs of the child. If there is more than one improvement then they are numbered to make it clear for the child
- If the work has been marked with the child then this is acknowledged in the margin near the WALT
- Differentiated – a reminder, a scaffold, an example, a challenge
- Time given to make improvements and discuss with the children (during guided work, during the time when making improvements).
- Traffic light in maths with a supporting Self Evaluation this becomes increasingly more in depth throughout the school
- Target work is not to be formatively marked
- Improvements made must be revisited – during next set of marking, group/guided work, whilst making the improvements
- In English, a Next Time step are given with each piece of formative marking that then feeds into the child's WILF
- In English, the children complete a self-evaluation (see point 6 Self-Evaluation)
- In maths, if all the answers are correct, a challenge is set

Monitoring

Every 4 weeks a random sample of 5 children are selected. This ensures all children's books will be seen twice throughout the academic year. As part of on-going CPD, all staff are involved in the monitoring process on a rolling programme.

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