

West Kidlington Primary and Nursery School

Marking and Feedback Policy Statement of Intent



West Kidlington
Primary & Nursery School
Be kind, give your best!

ROLE	NAME	SIGNATURE	DATE
Principal	Simon Isherwood	S.Isherwood	29.4.22
Chair of Governors	Charlotte Christie	C.Christie	29.4.22
Senior Teacher/Curriculum Leader	Richard Earl	R.Earl	29.4.22

This policy was updated on 29th April 2022.

The policy must be reviewed and updated by July 2023.

When marking and giving feedback staff seek to identify success, strengths and next steps for pupils in order to make assessments and inform planning.

Aims

- To have maximum impact upon pupil outcomes
- To inform future planning
- To improve pupil motivation and self-esteem
- To provide further opportunities for self-evaluation
- To correct and assess
- To evaluate teaching effectiveness
- To extend and challenge
- To model high expectations

Objectives

Pupils will be able to:

- explain what the 'teacher' marks mean;
- comment confidently on their own learning;
- reflect on their own progress and achievements;
- understand their next steps in learning.

Teachers will be able to use formative assessment, derived from marking, to inform future planning.

Intent

All stakeholders within the community will be aware of marking practices and codes. Teachers and teaching assistants will follow these guidelines seeking clarification from Mr Richard Earl via 'marking surgeries' as necessary. The 'Marking Key' will be displayed and referred to in all teaching areas.

When a pupil works with an adult as part of a guided session or when marking in the moment:

Red pen is used by the adult to draw 'stick people' at the top of the pupil's work. Plus, x and the number of children in the group.

- *This indicates that the child has worked with an adult and has received instant and integrated feedback during the lesson.*

When working in guided groups with pupils, teachers **may** find it useful to annotate pupils work using a **red pen** during the session.

- *Annotations should reflect the intervention and may take the form of modelling, prompting, correcting etc.*

Red pen is used by the adult to initial pupil's work when marking in the moment.

All independent work is 'checked' by the class teacher and initialed in a **blue pen**.

- *marbles and college points may be used for rewards where appropriate (please see behaviour for learning policy).*

Where the pupil outcome is '**as expected**', **WALT** is underlined in blue.

Where the pupil outcome is '**as expected**' but there are '**minor corrections**' required, **WALT** is dotted blue to indicate this and, where necessary, corrections are addressed by the teacher using a **red pen**. This may be recorded on the Distance Marking (DM) sheet.

When the pupil outcome is '**not as expected**', the **WALT** is dotted red to indicate this and the teacher will make a note of the child's planned next steps on the DM Sheet.

- *Next steps will include a wide range of strategies including verbal feedback, change of teaching group, further challenge, support of an adult or resource for the next lesson etc. This needs to be recorded in **detail** as the DM sheet is to be used by teachers as an aide memoir.*

When the pupil has '**exceeded expectations**', the teacher will use a **blue arrow** next to the underlined WALT. A child would then be given an extension question for the start of the next lesson, e.g. What if...?

As a high status reward e.g. for personal best, teachers will send the pupil to Mr Simon Isherwood for praise and feedback. Mr Isherwood will initial the work, give praise and provide written or verbal feedback.

Peer and self assessment:

Pupils from Year 3 (younger pupils when they are ready) should always be given adequate time to self (**green**) or peer (**purple**) check their work to limit the number of errors made and corrections needed.
