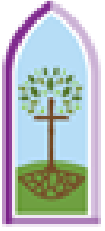


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Wimborne St Giles

Church of England First School and Nursery

Marking and Feedback Policy

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Marking and feedback has three purposes:

To help pupils:

1: understand what they have done well

2: understand how to improve

3: make visible signs of improvement, over time, as a result of feedback.

To ensure pupils understand what they have done well they need to know both **what they have done well** and **the reasons for it**.

Discussions with pupils about recently marked work should display a good understanding of both of these points. (It is important to understand that feedback and marking is age and stage appropriate and therefore it will vary across the school).

Effective Marking and Feedback

- Comments identify what has been done well and what still needs improvement.
- Guidance is given on how to make the improvement.
- Marking is made in pink and green pens; Pink indicates what has been done well and Green shows what the next steps are to improve their learning further – see Appendix 1
- Time is put aside for the improvements to take place and for pupils to follow up the comments as part of the overall learning process.
- Feedback ensures that pupils learn from their mistakes and supports them to accept constructive criticism
- Feedback is selective, focuses on the specific learning that has taken place but may also include comments on presentation and handwriting.

Verbal feedback should:

- Identify what has been done well
- Explain why it has been done well

Then:

- Identify what could be improved
- Explain how it could be improved.

Next step marking

- Next step marking should be used to close gaps.
- Verbal feedback will be given during the lesson to further the child's learning.
- If written then time must be given for pupils to respond to the prompt – this take-up time must be the following day/lesson

To ensure all pupils understand how to improve, different types of prompts should be used. We use a mixture of **challenge, reminder, process and example prompts**, as appropriate

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and depending on a pupil's age and stage to help pupils to understand. This may be done through comments, questions, discussions or diagrams that help pupils to understand.

The diagram below illustrates the different ways we give feedback and clear, specific guidance so that pupils know what they need to do to improve.

Guidance Type	
More Able	CHALLENGE
	REMINDER
	STEPS (instructions)
	EXAMPLE
Less Able	

Ability

Teaching Sequence

Later

Earlier

Notes: this is a differentiated form of feedback.

An example prompt is most effective for younger or less able pupils or early in a teaching sequence.

A challenge prompt is more useful for older or more able pupils or later in a teaching sequence.

Challenge:

Now can you tell me more about the atmosphere in the forest?

Reminder:

What should you include in the setting of your story?

Can you think about this and add more?

Steps:

First go and check you have included a sentence about the setting.

Then see if you can add a little more detail about what you can see.

Example:

Put this sentence into your story here * to improve the description of the setting.

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Guidance prompts may come in many forms:

- Questions
- Instructions
- Discussions
- Diagrams
- Coaching (whereby pupils are helped to identify improvements that are required).

Without visible signs of progress emerging from marking or feedback, there are no signs of effectiveness. Teachers and Assistants should ensure time is given to act upon the guidance so that pupils may act upon it and make improvements.

Consistency

The three purposes of marking should be evident in all classes in all subjects throughout the school. However, approaches may differ.

Sometimes it is appropriate to give feedback verbally and sometimes it is more effective to give written feedback. Each time, the three purposes of marking should be developed.

Where verbal feedback is given for pupils' recorded work, it is often appropriate to use 'key word marking' which is an indication that feedback has been given. This is to help both the pupil and teacher remember what was discussed so the work can later be checked for visible signs of improvement.

Peer Marking

- From the Foundation Stage, children are encouraged to support each other and feedback on learning and achievement, this feedback will initially be verbal.
- Pupils should first point out things they like, then suggest ways to improve the piece but only against the learning objective (WALT) or toolkit.
- Older pupils should be given the opportunity to act as response partners. This may be linked to talk partners. Pupils should be trained to do this and ground rules set and displayed, such as listening, sensitivity and confidentiality.

Spelling

- Marking spelling is age and stage dependent, the professional judgement of the staff will be taken into account.

Presentation

- A high standard of presentation is expected at all times.
- Pupils will be given feedback against the 'All the time toolkits' for Key Stage 1 and Key Stage 2 – Appendix 2

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Feedback and Marking Progression

	Ash	Elm	Oak
Positive Successes	Next steps will not be explicitly stated within each child's books - marking in green will go on the planning sheet. Pink	Verbal feedback Use of pink pen – indicating what they have done effectively against the toolkit/WALT Age/stage relevant – verbal or written	Verbal feedback Use of pink pen – indicating what they have done effectively against the toolkit/WALT Stage relevant – verbal or written
Next steps	will be used to write within the child's books the skills they	In green, ways to further or improve their learning: eg ' <u>Now</u> describe the forest, etc'	In green, ways to further or improve their learning: eg ' <u>Now</u> describe the forest, etc'
Verbal Feedback	have learned and be used for annotations to	Will be given throughout the lesson	Will be given throughout the lesson
Self- Evaluation	work or observations about the child and	Pupils encouraged to self-evaluate using toolkit checklist for guidance	Will be given throughout the lesson
Peer Evaluation	their learning.	Verbal using toolkits and pink/green highlighter pencils to review others' work	Verbal using toolkits and pink/green highlighter pencils to review others' work
Take up time		On the spot or next day. Post it notes can be used to alert pupils, time given during next lesson or in the morning.	Post it note to alert pupils, time given during next lesson or in the morning.

Evaluation

- Frequent work scrutiny and discussions with pupils will be undertaken by senior leaders and governors to ensure the three purposes of marking are of a consistently high quality throughout the school.
- Voice of the child meetings and pupil conferencing will be held in order to evaluate the relevance and impact of feedback.

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Review

This policy is a working document. Therefore, it is open to change and restructure as and when appropriate. It will always be reviewed in September, or when a new member of staff joins the team.

Date adopted: 17th November, 2021

Signed by Headteacher: 

Signed by Chair of Governors: 

Date of next review: September 3rd 2022

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Appendix 1

How my worked is marked at Wimborne St Giles First School

**TICKLED
PINK**



You have met or
exceeded your objective
and should be really
pleased with your work.

**GREEN
FOR
GROWTH**

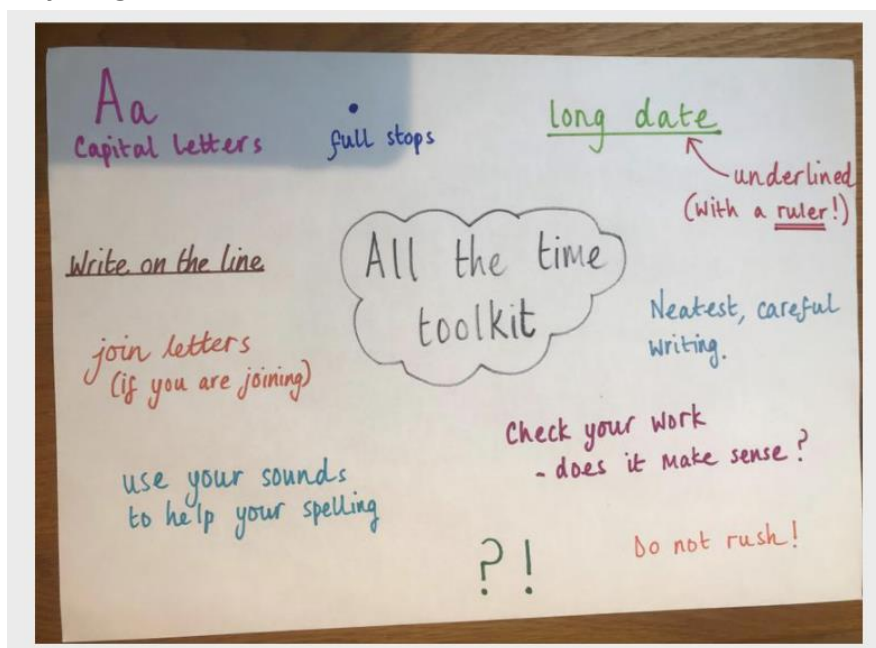


You have something to
improve on or to challenge
yourself.

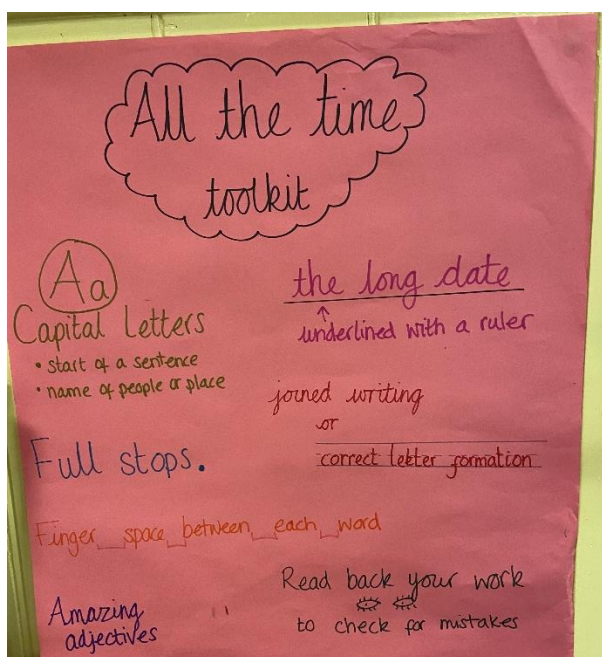
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Appendix 2: All the time toolkits

Key Stage 1



Key Stage 2



Now: Together We Give"

Appendix 3

Evaluation of marking

The table below can be used to evaluate the impact of marking and feedback

	Strengths	Areas of improvement
Pupils understand what they have done well		
Pupils understand how to improve		
Visible signs of progress are made		