

Ursula Taylor Church of England School



Marking and Feedback Policy

May 2014

Aim

At Ursula Taylor Church Of England School we believe that the process of marking and feedback should provide constructive feedback to every child, focusing on success and improvement needs against learning objectives, enabling children to close the gap between current and desired performance.

Rationale:

- To give purpose to the child's learning
- Feedback so the child knows where he/she is
- A sense of achievement
- Next steps / how to improve
- Information for Parents and also staff who lead 1:1 / Pupil Premium interventions
- Enabling children to take responsibility for their learning

Aims and Objectives:

Marking and Feedback should:

- Be linked to the WALT / SC , previous next steps where appropriate or be related to basic skills
- Be manageable for Teachers and Teaching Assistants
- Be consistent throughout the school, allowing for slight variations for the different ages of the children
- Give recognition and appropriate praise for achievement
- Give clear strategies for improvement
- Inform future Teacher/ Teacher Assistant planning - linking to priority for using prior learning as effectively as possible
- Be given orally wherever possible
- Encourage children to use self-assessment / Self marking strategies using the WALT and SC as guidance
- Only be completed using 'Pink and Green' marking methods
- Allow time for children to look at previously marked pieces to take heed of 'Green' advice and make changes / improvements

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Marking and Feedback Protocols.

Please display for all school staff

The following points are expected by ALL staff members at UTS, this includes Supply Staff and staff providing 1:1 / Pupil Premium Intervention.

ALL lessons should start with a clear Learning Objective. At UTS we call this the 'WALT'. (We Are Learning To...) Each lesson needs to have clearly defined 'Success Criteria'. These need to be skill based not knowledge based. The best practice will include Questions / Areas from 'Blooms Taxonomy' and also Key Skills from the National Curriculum and Chris Quigley documentation.

Marking / Feedback Key points:

- 'Tickled Pink' marking for achievement against the WALT / SC or children's Individual Next steps / Targets
- Tickled Pink 'ticks' in Numeracy to denote a correct answer
- ALL pieces of work must be marked with Pink and Green
- 'Green for Growth' to be used to show the child's next steps towards the WALT / SC / Individual Targets, in Numeracy, a green dot denotes that a correction is needed
- Green should also be used to address any misconceptions or give extra support to enable the child to meet the WALT / SC
- Spellings for correction to be written in green. Spelling should focus around Key words, high frequency words, words consistently spelled incorrectly or topic related words. A maximum of three spellings to correct is acceptable.
- A Code will be used at the end of the piece to determine if the WALT / SC have been met. If a WALT / SC has not been met - guidance (greens) must be used to support the learning. Best practice will have shown this during a lesson allowing children to still make good progress by the end of the lesson
- Children are encouraged to Self mark and self-evaluate using the principles of Assessment for learning (AfL) they should use the coding system in their self-marking
- Time should always be given, either at the end of a lesson or before the next lesson, to make corrections where required
- Verbal, instant feedback is always preferable to written feedback. If verbal feedback is given, code the work appropriately to show this.

UTS Coded Marking Key						
A	WALT Achieved	Expected Years 2/3/4	NS	Next Steps	F Stage - Year 4	
½ A	WALT almost achieved		EBI	Even better if...	Years 3 and 4	
NA	WALT not yet achieved		VF	Verbal Feedback	ALL year groups	
C	Correction (to show improvements have been made)		These coding are to be used consistently across the school. Teachers and Teaching Assistants can supplement this with smileys, use of WOW!, stickers, stampers etc to make the process personal for each class.			

