Westley Middle School

Feedback and Marking Policy

Introduction

This policy aims to give all members of the school community clear guidance with regard to the rationale, principles, strategies and expectations of effective feedback for learning at Westley Middle School.

Rationale

Westley Middle School is committed to providing relevant and timely feedback to pupils. Feedback for Learning aims to clarify and deepen the impact teachers have on moving learning forward and improving students' academic progress. Feedback, at the right time, is integral in addressing misconceptions, challenging thinking, creating a dialogue and developing the learning. We recognise very clearly at Westley Middle School that we cannot teach our students if we don't know how well they are doing. This is true in individual lessons, within a series of lessons and at the end of a unit of work where we should be planning how we will continue to move learning forward in the subsequent units.

At Westley Middle School, we aim to:

- Provide consistency and continuity in feedback throughout the school so that children have a clear understanding of teacher expectations.
- Use the feedback system as a tool for formative ongoing assessment.
- Improve standards by encouraging children to give of their best and improve on their last piece of work.
- Develop children's self-esteem through praise and valuing their achievements.

Working practice

Teachers will primarily use live marking as a way of assessing the learning of students in lessons. This can be done in a number of ways including use of specific success criteria (see below) and using a whole class marking sheet (see Appendix 1). This sheet may be adapted for different subjects if required provided it covers the essential aspects of: misconceptions, actions to take and students who have not achieved the lesson's objectives. Neither of these approaches require teachers to write in books outside of the class' ordinary lesson time.

The majority of feedback (including both praise and targets) will be given orally to students on both an individual and whole class/group level. We will use the success criteria to show students what they have done well and give awards and use 'pupil of the lesson' to praise them for doing well with their independent work. Students' use of self-assessment will be encouraged and promoted, and they are expected to mark, annotate, edit and correct their answers (using a green pen) during and following teacher feedback.

When annotating students' books, adults will use a purple pen. Ticks will be used to show things that are good or correct in a piece of work. A tick may be also used next to a piece of success criteria or the learning objective to show it has been achieved. ↑ will be used to show an area that needs to be improved (see Appendix 2). Work will not be graded unless it is a formal assessment piece.

Assessed or final pieces of work in a unit will be marked more fully by teachers. Specific success criteria sheets can be used to support this marking (see Appendix 2). These will be marked using the tick system detailed above.

In order that the expectations of students regarding presentation, punctuation and sentence structure is clear to all adults, a list of **non-negotiables** is displayed in all classrooms around the school (see Appendix 3).

In addition to using students' books for marking, teachers may assess students in other ways. These will feed into the lesson's mark sheet and may involve the teacher choosing focus groups to work with during the lesson. We might use mini boards, question and answer sessions or cumulative testing for this.

Writing:

For an extended piece of writing, the first paragraph can be corrected with the expectation that students will look at the corrections and edit the rest of their work themselves using their green pen. Spellings throughout should be corrected in the margin by the teacher regardless of the length of the piece of writing (see table below for guidance).

In every lesson where writing is involved, the same system can be used for secretarial marking in books:

Error	Annotation
Missing punctuation (just one instance)	Add in
Missing punctuation (a whole paragraph)	Wiggly line to the side with comment e.g. punctuation?
Extra/missing capital letters	Write correction over letter
Spelling error	Correct in margin, provided: 1. The spelling is a taught vocabulary appropriate to the subject. 2. The spelling should be spelt correctly due to the year group of the child.
Sentence does not make sense	Wiggly line underneath
New paragraph needed	//

Maths:

During lessons, there will usually be an initial teacher-taught session. As part of this, students may use mini boards in order that the teacher is able to assess students' understanding of the concepts taught. The teacher may then use this assessment and choose to support some students within a focus group rather than those students working independently.

When working independently, students will attempt approximately 5 questions before collecting a mark sheet to self-assess their work using a green pen. There will be some degree of flexibility with this. For example, where the lesson is arithmetic-based, they make work for a short time period (ten minutes) before stopping and marking as a whole class. Similarly if students are working through more difficult and lengthy reasoning problems, they may collect a mark sheet after completing only one or two problems rather than five. The idea behind this is ultimately that all students have individual feedback during a lesson with an opportunity to act upon it. This would give the students a chance to re-work problems to self-correct if they can or for the teacher to work with individuals, a group or the whole class to address misconceptions.

When students are self-assessing using a marksheet on their own, there will be three options:

1. If only 1 or 2 incorrect, work through the answers to see where they went wrong.
2. If all answers correct, collect an extension task - could be: related to lesson, word problems or cumulative testing.
3. if they've gone really wrong and don't understand why they have made lots of errors, get support and help from the teacher.

It is the teacher's responsibility for overseeing students' self-assessment. Teachers can tick the learning objective to show they have seen the work. If there is a specific area for improvement, the arrow can be used to show this.

Practical subjects

Practical subjects will use a whole class marking sheet as in other subjects. Some subjects may use a marksheet that is subject specific. This could be electronic or paper-based and will take a similar format to the marking sheet. This mark sheet could be skills-based and the students may be rated against the skill or objective as B (below), O (on track) or A (above). Using this format for recording the progress of students will feed into the end of year reports as this is the way we report on attainment.

Target setting

Most targets will be set orally with pupils while teachers are live marking. Students will be expected to be making improvements and editing their work straight away with a green pen as a result of this feedback. Teachers may also give whole class feedback in this way and, again, students will respond immediately with their green pens.

When teachers are marking assessed pieces of work more fully. General targets for improvement will be written on their work.

Appendix 1: Whole class mark sheet

Date:
LO:

Secure	Support	Common Misconceptions	Next steps needed
Almost secure		Punctuation/presentation	

General feedback	Specific praise	Absent

Lisa Burgess 2020

Appendix 2: Example of specific success criteria

LO: Writing a story
SC:
- Action
- Description – interesting vocab, adj, fig, lang.
- Dialogue (correctly punctuated)
- Range of openers
- Range of structures

Appendix 3: Minimum Expectations

Presentation in books:

- Date (short in Maths and Science, long for all other subjects) written **next to the margin**.
- Objective for the lesson written underneath the date.
- Handwriting must be on the line and should be neat and joined.
- Numbers or bullet points to the left of the margin.
- Dates and objectives will be underlined using a ruler.
- New paragraphs should be clear.
- Diagrams and pictures to be drawn in pencil, pen for writing and green for any editing or self-assessment.
- No doodling or drawing on books unless it is part of your work.

Use of English

- Use capital letters correctly
- Show sentences using full stops and commas