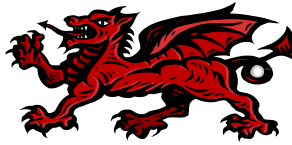


YSGOL RHIW-BECHAN



Ffrindiau yn Cyd Ddysgu
Friends Together, Learning Together

A POLICY FOR MARKING AND FEEDBACK



This policy was adopted by the Governing Body of Ysgol Rhiw-Bechan

Reviewed: Oct 2024

Signed: _____
Chair of Governors

Review date: Oct 2025

Introduction

At Ysgol Rhiw - Bechan we take a professional approach to marking work and giving feedback. Feedback can be verbal or written depending on the age of the child and the task in hand. When marking, we aim to have a consistent approach by using marking symbols used by individual teachers and therefore have a school marking code. However, in addition to this code, teachers use their professional judgement to enhance it and also to take into account the age and needs of the children. All children are entitled to regular and comprehensive feedback on their learning. Therefore, all teachers will mark work and give feedback as an essential part of the assessment process.

'Imagine what a difference it would make if all children knew what they were good at and knew what they needed to do to improve'.

Our Aims

We mark children's work and offer feedback in order to:

- ✓ assess children's learning
- ✓ show that we value their work, and encourage them to do the same;
- ✓ boost self-esteem and aspirations, through use of praise and encouragement;
- ✓ give a clear general picture of how far they have come in their learning, and what the next steps are in order to raise standards;
- ✓ offer them specific information on the extent to which they have met the lesson objective, and/or the individual targets set for them;
- ✓ promote self-assessment, whereby they recognise their difficulties and are encouraged to accept guidance from others;
- ✓ share expectations;
- ✓ gauge their understanding, and identify any misconceptions;
- ✓ provide a basis both for summative and for formative assessment and inform individual progress.
- ✓ Provide the ongoing assessment that should inform future lesson-planning.
- ✓ provide a consistent approach and continuity throughout the school so that children have a clear understanding of teacher expectations.

Principles of good marking and feedback should:

- ✓ Be positive and motivating using tickled **pink/pinc sy'n plesio** and **Green for growth/ Gwyrdd sy'n gwellla**.
'praise, advice on improvement and more praise'
- ✓ Always be in accordance with the lesson objective/success criteria and the pupil's own personal learning targets.
- ✓ Be appropriate to the ability of the child - the child must be able to read and respond to the comments made, and be given time to do so. Where the child is not able to read and respond in the usual way, other arrangements for communication must be made.

- ✓ Be written in handwriting that is legible and a good model for the child – correctly punctuated.
- ✓ Focus on only one or two key areas for improvement at any one time.
- ✓ Promote self-assessment by linking marking and feedback into a wider process of engaging the child in his or her own learning. This includes sharing the learning objectives and the key expectations for the task right from the outset.
- ✓ Involve the child directly. The younger the child, the more important it is that the feedback is oral and immediate.
- ✓ Provide opportunities for feedback by a teaching assistant, through peer review, through plenaries and in group sessions where appropriate.
- ✓ Be completed regularly prior to the next lesson in that subject (although this may not always be possible for longer pieces of work.)

All teachers will adhere to the above principles and:

- ✓ Provide regular written and verbal feedback.
- ✓ Provide time in lessons for children to review work from previous lessons.
- ✓ Adjust planning in the light of marking
- ✓ Make learning objectives explicit
- ✓ Involve children in the process from an early stage
- ✓ Ensure children are clear about the teacher's expectations
- ✓ Use children's work as exemplars.
- ✓ Inform future individual target setting.
- ✓ Allow specific time for children to read, reflect and respond to the marking and feedback given.

Planning for progression

Purposeful Planning and Learning:

All teachers ensure that learners are ambitiously planned for, within a progression step relevant to their need. Each AoLE has a number of what matters statements, which ensure breadth, and coverage of the fundamental key concepts.

The Curriculum for Wales set out clear descriptions for learning within each area of learning and experience. Teachers skilfully plan from these to ensure every pupil receives the support they need to make maximum progress. Teachers use the PPA time effectively to plan, prepare and assess learning within their classes. This takes the form of the skills, knowledge and experiences that each child needs to be able to progress.

The planning process can be seen below:

Purposeful Planning: Pedagogy for Progression



Success Criteria:

Teachers share the success criteria for that learning objective with learners, often with two or three different levels of (Pedagogy). Learners are also encouraged to determine their own success criteria (Hautagogy). The success criteria can be used to assess the level of understanding and the progress made by a learner during that lesson. Planning takes into account the differences of abilities and aptitudes of individual learners but is always aspirational to all.

Activities can be differentiated by task and outcome, resources and support. This careful planning gives all learners opportunities to make progress.

Short-term lesson plans recognise the needs and abilities within the class and the planning reflects the variety of assessment methods that could be used for each activity such as questioning, discussion, marking, observation and focused assessment.

Feedback and marking (AFL)

We recognise the immense impact feedback has on learner self-esteem and motivation because it tells them how well they have done and what they need to do next to improve their work. Learners are given verbal feedback whenever possible as this enables immediate improvement to be made.

When lesson time does not allow time for verbal feedback, comments are written, where appropriate, on the learner's work during marking. These comments are related to the learning objective, identifying strengths and areas to work on. Written comments are given to all learners (age appropriately). Time is provided at the start of specific lessons for learners to read and follow up on these comments in order to improve future attainment. This ensures that the time teachers spend marking really has an impact on learners work. Learners are encouraged to initial or acknowledge comments to show they have been read (ability appropriate) and to use their feedback in order to set themselves targets.

Peer marking and Assessment:

Learners are encouraged to evaluate their own work and that of their peers. We believe that pupil self-evaluation should be encouraged as soon as learners display sufficient maturity to become involved. We are aware that our learners need time to develop these skills as they progress throughout the school. This process is started in the Foundation Phase and aims to gradually provide learners with the skills to become competent and active in self-evaluation. We believe this part of the assessment process is paramount in producing learners who are active in their own learning. They can reflect on how well they have done in relation to the learning objective. Self assessment responses may take place individually, in pairs, in groups or in a whole class situation.

We recognise that the following are important points to consider when getting children to mark their work collaboratively:

- ✓ Children need to opportunities to develop the skills to do this.
- ✓ Ground rules need to be set (e.g listening, interrupting, confidentiality etc.)
- ✓ Children should be taught to look for the positives in a piece of work and highlight this then what can be improved only against the success criteria.
- ✓ This is can be done using the model below:
- ✓ Pairings should be generally ability based and where appropriate could be "Learning partners" e.g. one middle and one lower together

Self - assessment (AFL):

Pupils should be encouraged to interact in the marking process, in order to be all the more engaged and receptive to correction. When appropriate, children may mark their own or another child's work and set questions but this must always be reviewed by the class teacher. In addition, the children could indicate where they think a particular target has been achieved. Their learning partners might also check on their behalf, before the work is handed in, that a particular target has been met.

Pupils should also be given the opportunity and time to read comments and provide feedback where appropriate to ensure understanding.

Role of 'Bump It Up' walls:

All classrooms should have a 'Bump It Up' wall displayed in the classroom.

They should:

- ✓ Provide a visual reminder of Learning Intentions and Success Criteria.
- ✓ Show learners what success looks like and how to get there.
- ✓ Provide guidance for learners to use in self/peer assessment and goal setting.
- ✓ Support learners to get better at feedback.
- ✓ Anchor the learning and ensures a common vision of the next steps.

The slide features a main image of a 'Bump It Up' wall with several callouts pointing to specific elements:

- Include Learning Intention:** Points to a section of the wall with a burger icon and a list of intentions.
- Display progression:** Points to a section with a burger icon and a list of progression steps.
- Include Success Criteria:** Points to a section with a burger icon and a list of success criteria.
- Show examples of success criteria:** Points to a section with a burger icon and a list of success criteria.

A speech bubble above the main image contains the text: "Sut ydych chi'n gwybod? How do you know?"

To the right, a smaller image shows a 'BUMP IT UP WALL' with five columns labeled: GOOD, WONDERFUL, FANTASTIC, AMAZING, and INCREDIBLE. Each column has a burger icon and a list of success criteria.

At the bottom, a green banner contains the text: "CRYFACH tecach GWYRDDACH STRONGER fairer GREENER" and the Powys logo.

Learner Target Meetings(AfL)

Individual Learner Target Meetings also aid in the process of pupil self-reflection and evaluation. Effective marking and feedback provided by the teacher will provide the steppingstones for this. Learners review their progress and target weekly - using a form - x 1 week individually x 1 week with a peer then they meet with teacher twice half termly to review their progress and plan next steps. Focus for these areas can focus on the mandatory cross curricular skills - Literacy/Communication, Maths and Numeracy, Digital Competency or Health and Well being which are all underpinned by the 4 purposes.

Summative Assessment:

Summative assessment is used 'formatively' in order to provide the next steps for an individual, cohort or whole school. Although we aim to foster 'Assessment for Learning' we also recognise the need for summative assessment in order to provide a holistic view of a child or cohort. Planning is

based on the principles of the Curriculum. We provide regular reports on progress so that learners, teachers and parents strive to work together to improve learning and teaching across the school. We follow National Guidance when reporting back to parents/carers. Teachers regularly track the progress of individual pupils by analysing the bi-annual personalised tests to plan next steps for individuals, cohorts and advise on whole school priorities.

We recognise that any assessment undertaken at Ysgol Rhiw - Bechan is intended to have a strong influence on the motivation and self-esteem of our learners.

General advice to teachers

- ✓ The best marking and feedback is without doubt the dialogue that takes place between teacher and pupil while the task is being completed.
- ✓ In order to encourage a positive response, any negative comments must always be followed up by a constructive statement on how to improve.
- ✓ The main objective of marking and feedback is not to find fault, but to help children learn. If children's work is well matched to their abilities, then errors that need to be corrected will not be so numerous as to affect their self esteem.
- ✓ A delicate balance has to be achieved. Children should not receive the impression that things are right when they are not. On the other hand, they should not be discouraged from being adventurous or making mistakes for fear of having faults emphasised.
- ✓ The school has explicit guidelines (*non-negotiables*) that apply to all pieces of work. At key stage 2 all pupils are expected to follow these guidelines and in the Foundation Phase pupils should aware of these rules and must work towards them under the guidance of the class teacher.
- ✓ In addition to these general rules there are specific rules for specific types of work. These rules have to be taught and expectations should be put on display. They make it clear what good-quality work in the subject is like.
- ✓ The extent of the teacher's response to a piece of work is determined not by the number of errors found in it, but by the teacher's professional judgement. Consideration is given to what a particular child is capable of, what the next learning stages involve, and what should now have priority.
- ✓ Teachers mainly mark by comment. Where possible, teachers establish direct links between oral or written praise and the class or school rewards systems. Stamps and/or stickers may also be
- ✓
- ✓ used from time to time. (Teachers should remember that stickers and stars alone do nothing to close gaps in understanding, or to bring about improvements). Ticks are normal where work is correct, and a dot where errors have been made. Other symbols should be used once their meaning has been explained, for example S for a spelling/sillafu mistake (see attached code).
- ✓ Children put dots under a word that they believe is misspelt. They must then use appropriate strategies to self-correct.

Spelling and Grammar:

Teachers comment on spelling and grammar only in the following cases:

- ✓ if spellings and grammar were part of the lesson focus/objective;

- ✓ if it is a spelling/high frequency word that all pupils should know or words such as the months of the year;
- ✓ if there are errors that were made by many children they should not be the subject of individual comments, but should be noted in planning.
- ✓ if it is related to the child's target.

Marking Keys and editing:

In addition, the following keys may help to speed up the process of effective marking and ensure that there is consistency throughout the school.

- ✓ Traffic lights (Red Amber Green) to indicate for all involved what has been understood, partially understood or not understood. The use of thumbs can also be used:
- ✓ Thumbs:
Thumbs up - understood
Side thumb - not sure
Thumbs down - not understood
- ✓ Faces - Smiling, not sure, unhappy

Marking Methodology:

Aim: Teachers will mark work according to the Learning Objectives or Success Criteria

1. Written feedback:

- **Tickled PINK** and **GREEN for growth/ PINC sy'n plesio a GWYRDD sy'n gwella.**

Where a pupil has achieved the success criteria this should be indicated by a comment in **PINK**.
Where a pupil has improvements to make, this should be indicated in **GREEN**.

All pieces of work should have aspects of **PINK** and **GREEN**. Where there is only **PINK** then this could be an indication that the task was not sufficiently challenging for the pupil.
Where there is only **GREEN** this could indicate that the work was not set at the appropriate ability level for that pupil.

• Highlighted Marking:

Work should only be highlighted neatly and where appropriate to the task so as not to spoil the overall presentation of work.

✧ Tick Pink Highlighter = Tickled pink : you have fulfilled the task catches your eye

✧ Tick Green Highlighter = Green for Growth : you have yet to meet the LO or SC.

- If appropriate, staff will add a comment to help pupils identify how they can meet the LO or SC. Or, pupils should be encouraged to identify areas for development themselves when feedback time is given.

- Providing positive feedback leads to learners recognising their next steps, bringing about future improvement.

2. Comment Only Marking:

Aim: Small sections of work can be commented on in **green** using the following codes below. It is imperative that all staff use the codes below to prevent misunderstanding by pupils. (Appendix 1)

A child friendly version of these codes should be displayed prominently in the class and at the front of the each class book. (Appendix 2)

The following points are intended as guidance for staff when managing marking/feedback:

- ✓ Use some plenary sessions to go through work and mark as a whole class.
- ✓ Flexibility is important, you will not always have time to mark during a task, try to provide as much verbal feedback as possible – break the lesson into manageable chunks where appropriate.
- ✓ When work has been marked without the child aim to set aside time for the children to read and respond to your marking.

Monitoring and Evaluation:

This policy has been adapted to changes to the Curriculum in Wales and is to be reviewed annually. Members of the SLT will review books from each class to ensure this policy is being implemented as part of work scrutiny activities. An analysis will be fed back to staff. The desired outcomes of this policy are improvement in children's learning and greater clarity amongst children and parents concerning children's achievements and progress.

Performance Indicators:

- ✓ An improvement in children's attainment
- ✓ Consistency in teachers' marking across the school.

Appendix 1:

Teachers Marking Symbols:

Nursery/Reception/Year 1	
✓	Pink if correct
A B C - write the letter	Capital letters
• Put in full stop whilst speaking to the child	Full stop
	Write on the line
Underline the word, write out the word 3 times	Incorrect spelling
With support - use of stamp	when working with an adult
Use of finger - verbal feedback	finger space

Year 2 & 3	
✓	Pink if correct
•	Green dot if incorrect
• Put in full stop whilst speaking to the child • with a circle around if not with teacher or  around area	Full stop
	Write on the line
<u>THAY</u> Underline the word, write out the word 3 times	Incorrect spelling
With support - use of stamp or write this down.	when working with an adult
Use of finger - verbal feedback	finger space

Year 4, 5 & 6	
✓	Pink if correct
•	Green dot if incorrect
	Write on the line - arrow
<u>THAY</u> Underline the word, write out the word 3 times	Incorrect spelling
With support / TA initials	When working with an adult
	For missing or incorrect punctuation

around area	
//	Start a new line
?	Are you sure?
S Reinforce with correct word or letter above or in margin if not enough room (if appropriate).	Incorrect spelling/Sillafu
 around the letter	Capital letter needed/capital letter not needed.
Tr	Treiglo

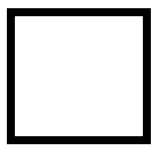
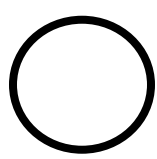
Marking codes for Maths

✓	Pink if correct
•	Green dot if incorrect
With support & initials of adult support	Work completed with adult support

Other comments should always be positive and could include:

- ✓ Reminder prompt - How do you think.....?
- ✓ Scaffolded prompt - An order or direction e.g. Describe
- ✓ An unfinished sentence.....
- ✓ What do you think.....?
- ✓ An example prompt - Give two examples.
 - -Letter and number formation - children to practise
 - Science - check high frequency words
 - Spelling word to practise three times.

Appendix 2: Child Friendly version

Years 2 & 3	
	I am correct I have done well I have achieved my success criteria
	This isn't quite right I need to try again.
<u>THAY</u> S	I need to find the correct spelling I need to write this word out correctly 3 times
	I need to use a CAPITAL LETTER
	I need to use a full stop.
?	I need to think about this. What is missing? Does this make sense?

Years 4, 5 & 6



I am correct
I have done well
I have achieved my success criteria



This isn't quite right I need to try again.

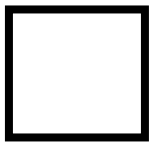
S

I need to find the correct spelling

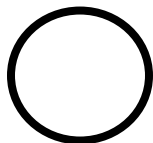
I need to write this word out correctly 3 times

Tr

I need use the correct mutation / treiglo



I need to use a CAPITAL LETTER



I need to use the correct punctuation mark
such as a Full stop, Speech marks



I need to start a new line

?

I need to think about this.
What is missing?
Does this make sense?

Appendix 3:

Examples of good practice success criteria:

	Success criteria for writing a newspaper report:	
Pupil:		Teacher:
	I have a concise and punchy headline	
	I have used the 5 W's to create a snappy orientation	
	I have used emotive language to sensationalise my report	
	I have varied my sentences to engage the reader	
	I have included quotes and recorded them correctly	
	I have included a picture with caption	
	I have written a concise re-orientation, changing tense	
New target:		