Wheelers Lane Primary School

Feedback and Marking Policy 2024-25

Wheelers Lane Primary School is committed to providing relevant and timely feedforward to pupils. As feedback is an integral part of assessment, ultimately contributing to data for whole school summative reporting, this policy should be used in conjunction with the Assessment Policy. We aim to provide a system that is fair, consistent and continuous across each stage within our school.

Marking, through Whole Class Feedback sheets (WCF), will monitor progress, identify misconceptions, inform planning, be diagnostic by gauging understanding and developing understanding, and enhance children's learning by offering guidance on how work can be improved. Feedback should aim to be a process of creating a dialogue with the learner, through which feedback can be exchanged and questions asked; where the learner is actively involved in the feedforward and self-assessment process. We aim to offer feedback positively whenever possible to enhance self-esteem and confidence.

Principles
Marking and feedback should:
- Be manageable for teachers and accessible to children;
- Provide clear feedback to children, relating to the learning objective, targets and success criteria;
- Provide clear advice and strategies for improvement and next learning steps;
- Involve all adults working with the children in the classroom;
- Inform future planning through reflective teaching dialogue with colleagues;
- Use consistent codes across the school;
- Ultimately be seen by children as a positive approach to improving their learning;
- Take place immediately through verbal feedforward.

All teachers will adhere to the above principles and:
- Read and acknowledge children's work using the appropriate codes
- Provide regular verbal feedforward in every lesson, beginning with PP children
- Complete 3 WCF sheets per week for English and Maths, 1 for reading.
- Complete 2 WCF sheets in non-core subjects across topics
- Ensure there is an opportunity for self or peer assessment in English and Maths every week
- Adjust planning in the light of marking
- Make learning objectives explicit
- Ensure steps to success are clear through success criteria so that all children can achieve
- Involve children in the process from an early stage
- Ensure children are clear about the teachers' expectations
- Use children's work as exemplars

Responding to children's work

All children's work needs to be acknowledged through using the correct codes accordingly. Every time verbal feedforward is offered, teachers need to mark their work with a V.

Verbal Feedforward

In light of the EEF PP Research based around strategies for accelerating progress, the school moved from a Marking and Feedback policy to a Feedback and Marking policy. The focus switched to using Verbal Feedforward as assessment focus to inform planning and CTG activities using Whole Class Feedback sheets

The principles are as follows:

- Work in books will be acknowledged through the codes outlined underneath
- V symbol will be used in books everytime a conversation takes place.
- Whole Class Feedback sheets to be completed and always ready for monitoring (3 English, 3 Maths, 1 Reading, and 2 across every other curriculum subject)
- The beginning of every lesson (Maths, English, Reading) will include CTG/semantic memory technique.
- Written evidence of self and peer assessment must be seen in books at least once a week (Maths, English, Reading).

Example Shared With Staff

Whole Class Feedback Sheet   Date: Lesson: Ambitious Vocabulary

Work to Praise and Share	Presentation/Basic Skills Errors
Daisy - fantastic use of well-chosen vocabulary at the beginning of paragraph (shared with class and use as a WAGOLL teaching as the week commences)	Ben - still missing capital letters and full stops (learning buddy to address this, 3 mornings per week) Teddy - inconsistencies with tense (VF but check over the following weeks)
Misconceptions	
Jim, Tom, Lucy, Connah, Lexie - too 'safe' with their vocab choices - carpet clubs covering choice of words through modelled writing of two sentences. (check impact).	

Poppy/Thomas/Jenna - did not complete much work due to an over-use of a thesaurus. The chosen words do not allow the sentences to make sense. This has been common across the year (discuss with colleagues during PPA).

Josh - using too many adjectives before the noun - V and a discussion taken place with him, but monitor

Additional Information

Observations: children are not using the year 3/4 spelling words on the board - does this need to be referred to more in the modelled write and constant reminders?

SPAG - errors in homophones - particularly their/there and to/too. Addressed through V but needs to be referred to in modelled writing tomorrow. Spelling group and when??? EMA?

Next Lesson Notes/CTG Information

Next modelling lesson - share thought process when it comes to selecting vocabulary - do this in Science also this week as it lends itself

CTG - three sentences with basic adjectives to be up levelled - could I recap on complex sentences at the same time?

Codes

V - verbal feedforward provided

LOTick - Learning Objective Met
LO? - Learning Objective not met