



Marking and Feedback Policy

Our Vision

Marking and responding to children's work is an essential element in the assessment of the performance, progress, levels of attainment, and the raising of standards throughout our school. It informs and enables staff, children, and parents/carers in this process. The way in which we respond to pupil's work inevitably communicates signals to the children. These signals are likely to affect their own judgements and feelings about their levels of achievement/attainment and the ways in which they are working. All comments/responses therefore, in whichever form they may take, must be constructive and based upon evidence which the children understand and can relate to.

Our marking policy promotes Woodlands' ethos and is underpinned by our purpose to provide and prepare our students to be successful and confident young adults who can make highly effective progress to prepare them for opportunities in life after Woodlands.

Our marking policy reduces teacher workload whilst providing the highest quality feedback. Written with guidance from the EEF, our feedback is task, subject, or self-regulation specific. Our marking keys clearly link to the support a pupil has been provided to paint a clear picture of what is happening every day in classrooms at Woodlands Academy.

Aims and Intentions

The intentions of the marking policy are to enable our pupils to:

- To use marking as a teaching tool to inform the children of their performance and the next steps in their learning. It is not general; it is specific, it focuses on improvement as well as correction and it relates to the current piece of work with an expectation to edit and improve.
- For children to use a self-assessment at the end of every lesson to reflect on their attainment. Self-reflection has shown to have drastically improved a child's progress by +7 months. "Evidence suggests the use of 'metacognitive strategies' – which get pupils to think about their own learning – can be worth the equivalent of an additional +7 months' progress when used well." EEF.
- To develop children's ability to proofread, edit and improve a piece of work before the teacher sees it.
- To expect children to use methods to indicate their own understanding of their learning.
- To expect children to explain how they think work can be improved.
- To make effective use of response partners to respond to their peer's work.
- To use marking as an assessment tool to inform the teacher of the child's level of achievement /attainment and to inform the next stage of their planning.



- To create a common, agreed, continuous, developmental methodology throughout the school which is understood and utilised by both colleagues and children.

Assessment for Learning

Assessment is used to inform planning and the next stages of learning for individual, groups and cohorts of children. It is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there.

It:

- is part of effective planning.
- focuses on how children learn.
- is central to classroom practice.
- is a key professional skill.
- is sensitive and constructive.
- fosters motivation.
- promotes understanding of goals and criteria.
- helps learners **know how** to improve.
- develops the capacity for self-assessment.
- recognises **all** educational achievement.

Our Agreed Methodology - This methodology applies to all work.

- Marking must be completed within a week of the work being completed.
- All work is marked. GREEN ink is always used
- Staff respond to pupil's work verbally although they will always use marking keys to show that the work has been assessed/discussed.
- Written and verbal "marking" becomes more complex as the child gets older.
- The marker's responses consider the learning intentions of the activity/area of the curriculum. There is always a planned focus to the marking e.g. considering the child's understanding of scientific concepts. However, attention may be paid to other links, particularly literacy and mathematics, across the broad curriculum.
- Marking is focused on the EEF's recommendation of task, subject or self-regulation specific. Any written marking will be seen and responded to by the pupil.
- *Writing* – in some cases the marker will concentrate upon targeted misspelt words. The marker makes sensitive judgements in relation to the age and ability of the child.
- All verbal and written comments made by the marker are constructive, concise, informed, based upon evidence and should not be merely a personal comment such as "well done" or "good" time after time. ***It may be necessary to annotate verbal comments/discussions with a child in order to keep a record of them.***

After marking, pupils reflect, correct and address any misconceptions within lessons after knowledge check in questions.



- Time is regularly set aside to enable children to have the opportunity to evaluate their work and respond to marking. They are expected to respond to marking as part of a “marking dialogue” with the teacher.
- Children's editing, corrections and responses to marking are written neatly in PURPLE ink.
- Targets and development points are written in GREEN.

Feedback more likely to move learning forward			Less likely
Task  <i>Feedback focused on improving a specific piece of work or specific type of task. It can comment on whether an answer is correct or incorrect, can give a grade, and will offer specific advice on how to improve learning.</i>	Subject  <i>Feedback targets the underlying processes in a task, which are used across a subject. The feedback can, therefore, be applied in other subject tasks.</i>	Self-regulation strategies  <i>Feedback is focused on the learner's own self-regulation. It is usually provided as prompts and cues—and aims to improve the learner's own ability to plan, monitor, and evaluate their learning.</i>	Personal  <i>About the person. It may imply that pupils have an innate ability (or lack of) and is often very general and lacking in information.</i>

The EEF's recommended marking suggestions.

Knowledge checks and Verbal Feedback

Knowledge checks are diagnostic questions asked at the point in the lesson where we need to check if our pupils are ready to move on. The responses give you evidence about what the teacher and the pupils need to do next.

- they are used during the learning to check understanding of key ideas and/or knowledge so the teacher can decide next steps.
- all pupils can realistically respond in less than two minutes, ideally in less than 1 minute.
- teacher can realistically view and interpret all pupils' responses in thirty seconds.
- multiple correct answers are included to make it difficult for pupils to get the correct answer for the wrong reason.
- the incorrect distractor answers have been purposefully chosen and they link to alternative conceptions or ideas.
- questions are structured so that pupils cannot spot the right or wrong answers.
- These will be seen within the lesson as an assessment check and will refer back to the learning intention for the lesson.
- These are included in the marking scheme.



Our Marking Scheme

Marking keys are visible at the back of each book and folder as well as in all classrooms. They are used to indicate the support provided by the staff. These are used to paint a picture of each lesson. They do not always need to be accompanied by a comment, but any further support must be acted upon. These can be acted upon verbally and instantly in the lesson or at the start of the following lesson to ensure knowledge is built upon, understood and sequential.

Marking	Description
Key	
S	Scribe – a member of staff has written the work for the pupil.
E	Explanation – pupils receive additional one to one support and explanation.
D	Demonstration – staff members demonstrate a task, process or activity.
V	Verbal Prompt – pupils are prompted by staff to continue/develop their work.
I	Independent – pupils work independently with no additional support from staff.
C	Check Understanding – staff have checked the pupils understanding of a task.
G	Grammar/Spelling – pupils need to correct grammar or spelling misconceptions.
P	Peer Support – a pupil has worked in a group or gained support from a peer.
1:1	One to one – a pupil has been supported by an adult on a one to one basis.
B	Behaviour Support – negative behaviours were addressed in lesson.
K	Knowledge Support – pupil has had support after misconceptions during the knowledge check in.
GREEN	Teacher marking and feedback
PURPLE	Pupil response to marking, editing and feedback.



All work undertaken by anyone other than the class teacher (e.g. cover supervisor) is marked and initialled. All pupils are taught to understand, interpret, and use these marking symbols within their own work and in response to another pupil's work.

Medium term plans are annotated by the teachers to assess levels of progression and adaptations to planning. Learning intentions and the date are clearly visible in lessons and are shared frequently with pupils alongside key vocabulary. These learning intentions make up the sequential progress of the medium- and long-term plans.

Assessment Toolkit

As part of our assessment process for the school. Attached to the learning intention for each lesson is our assessment slip. At the end of each lesson, students are to complete their own self-assessment of how they have found the learning. This is then followed up by the marking codes being circled for the level of support a student has received during the lesson as well as a teacher assessment of the child's attainment during that lesson. These attainment scores are then input into an assessment workbook and the student's attainment can be tracked throughout their journey at Woodlands.

Date: Learning Intention:		
Self-Assessment	Adult Assessment	Support

Policy Review

Woodlands Academy considers the Marking Policy document to be important and the policy will be reviewed by the Senior Leadership Team every year.