



# **Stapeley Broad Lane CE Primary School**

## **Feedback/Marking Policy**

Reviewed: September 23

### **What is the purpose of the policy?**

The purpose of this policy is to make explicit how teachers provide feedback and mark children's work. All members of staff are expected to be familiar with the policy and to apply it consistently.

### **Why do we need a feedback policy?**

At Stapeley Broad Lane CE Primary, we believe that effective marking and feedback is an essential part of the education process and is key in enabling pupils to make sustained progress. We want our pupils to develop independence, resilience and be reflective in their work and learning. We believe that marking and feedback should not contribute to staff workload stresses but should instead focus on identifying the next steps for pupils' learning and enable them to achieve. Feedback should be a positive form of communication based on learning objectives and success criteria. It can be verbal, written, pictorial or signals and could be from teacher to child, teaching assistant to child, child to teacher or child to child. Written feedback may take the form of acknowledgement marking or in-depth marking linked to the learning objective. We will place an emphasis on 'live marking' which takes place within class learning time; it is during the lesson that teachers or teaching assistants can identify pupils who have developed misconceptions and need additional, immediate support and similarly identify pupils who are succeeding and would benefit from additional support in order to stretch and challenge.

### **What are the principles that guide the school's approach to feedback?**

Feedback and marking should:

- be manageable for teachers and accessible to children;
- relate to the learning and/or curricular learning objective;
- involve other adults working with the children in the classroom (through either written or verbal feedback);
- provide intervention at the point of need to ensure misconceptions are identified and addressed during the lesson;
- give recognition and praise for achievement and clear strategies for improvement;
- allow opportunities for children to read, reflect and respond to marking;
- respond to individual learning needs: eg. marking face to face with some and at a distance with others;
- inform future planning;
- use consistent and developmental codes across the school;
- be seen by children as an aid to improving their learning.

## **When do we mark children's work?**

Marking takes place at different times, appropriate to the activity and age range of the children. We recognise that the timing of marking has an effect on its impact and aim to mark/provide feedback either during the lesson or as soon after the activity as is possible. Depending on the nature of the activity, written feedback is not always appropriate. On such occasions, verbal feedback may be given to individuals, groups or the whole class. Examples of this might include, group writing that has been guided by the teacher/teaching assistant, work on whiteboards, jottings used for maths games and mental or oral starters. Where marking takes place after a lesson has concluded it should be handed back to the pupil at the next available opportunity (for example during the next lesson). Long-term projects, including extended pieces of independent writing, may be marked on completion – pupils should be told this in advance

## **How do we mark children's work?**

At Stapeley Broad Lane CE Primary School:

- Each piece of work will be dated and will include the learning objective (appropriate to the age of the child) to allow feedback to make links with the learning objective.
- Children's work will be marked in blue.
- Teachers mark using the agreed codes (see appendix 1)

The school makes use of the following forms of marking/feedback:

### **Verbal Feedback/Live Marking**

Stapeley Broad Lane CE Primary School recognises the importance of children receiving regular verbal feedback. The adult will initially talk to the child about how they have met the learning objective and then question the child about a specific part of the work. This may be to correct a child's understanding or to extend the child's learning. Children of all ages need verbal feedback but this is particularly important in the early years and KS1 where children may be unable to read a written comment.

Live marking within lessons is key and should be done by the teacher or teaching assistant. It aims to identify strengths and weaknesses within a pupil's work. Live marking is identified through the use of **blue pen** as staff circulate the room during a lesson. Where verbal feedback has been given during a lesson a **VF symbol** should be written within the margin at the point where it was made. Written feedback at the end of lesson can acknowledge if improvements have been made or acted upon after staff intervention.

### **Written marking and feedback**

#### **Summative feedback / marking**

This usually consists of ticks and dots and is associated with closed tasks or exercises where the answer is either right or wrong. This can also be marked by the children, as a class or in groups.

#### **Formative feedback / marking**

Not all pieces of work can be 'Quality Marked'. Teachers plan when work will be given detailed attention. All teachers aim to Quality Mark at least one piece of work each half term, particularly in English.

## **What is Quality Marking?**

This is used when a child has done a substantial piece of work and it has to be marked away from the child. Teachers focus on both successes against the learning objective and improvement needs.

When Quality Marking teachers:

1. Read the entire piece of work.
2. Recognise where the child has met the learning objective with a positive comment
3. Provide a focused comment which should help the child to recognise their next steps.

In order for the marking to be formative, the information needs to be used and acted on by the children. Therefore, when work has been Quality Marked, time may be planned in a future lesson for children to read and write a focused improvement based on the improvement suggestion.

Teachers model this process to the children so that they are clear what the different markings on their books means and what is expected of them when they respond.

## **How do children evaluate their own learning?**

At Stapeley Broad Lane CE Primary School, the date is always written on the piece of work. Children from Year 2 use orange and green pens in their writing to improve and draft. This includes the use of writing partners. In maths and reading, children are asked to review their work prior to teacher feedback. This can be done individually or with peers and draws on prior knowledge and understanding.

## **What other styles of feedback do teacher's use?**

### **Self marking**

Children may be encouraged to self-evaluate by identifying their own two successes and looking for an improvement point. The plenary may then focus on this process as a way of analysing the learning.

In Key Stage 2, children use the IPEELL writing mark sheet to help them assess their own learning. At the end of a piece of writing, children will score (UKS2) or tick (LKS2) if they have included aspects of the structure, grammar, punctuation and spelling in their writing. This will inform individual targets for their next piece of writing – this is not a success criteria; children do not have these checklists when they are writing.

### **Self-Evaluation**

Children are encouraged to evaluate their learning against the learning objective by highlighting or putting a coloured small circle next to the learning objective. Green – Everything fine, I achieved this learning objective, Orange – Okay, I found some parts tricky, Red – I need more help with this.

### **Shared Marking**

Teachers sometimes use work from an unnamed child to model the marking process and teaches particular points at the same time.

## **Paired Marking/Writing Partners**

In key stage 2 (and in Y2), children sometimes mark narrative work in pairs. The following points are important:

1. Children need to be taught to do this through modelling with the whole class, watching the paired marking in action.
2. Ground rules should be decided as a class and adhered to.
3. Children should point out two things that they like first and then suggest a way to improve the piece but only against the learning objective. The 2:1 success to improvement ratio should be followed to avoid over criticism.
4. Encourage a dialogue between the children rather than one child being the 'teacher'.
5. In KS2, children will occasionally peer score/mark using the IPEELL writing mark sheet and share targets with their partner.

## **What about correcting spelling, punctuation and grammar?**

When children have completed a task, teachers ask them to check for things that *they know are wrong* in their work when they read it through.

Not all spelling, punctuation and grammar errors are marked in every piece of writing but may be noted as a future teaching point. Spellings are identified for correction in children's writing; if they are words that are expected to be known then a maximum of three will be written at the bottom of the page for children to learn/re-write. Ambitious words which are not expected to be known will be corrected for the child in the margin. Upper KS2 will have a S (spelling)/P (punctuation) written in the margin for children to self-correct the error.

## **How do teachers in the foundation stage mark children's work?**

In Reception, the teachers focus on giving verbal feedback to the children but may write a comment with the child. Staff also write comments on the work as part of the process of gathering assessment information. Annotations of writing/mark making maybe used in EYFS and Year 1.

## **How do teachers mark the work of children with Dyslexic Tendencies or SEND?**

Teachers mark appropriately depending on the child's identified targets.

## **How will this policy be monitored and evaluated?**

The Head teacher along with senior leaders and subject specific leaders will monitor the quality and impact of marking as part of the school's continuing self-evaluation programme.

This will include the implementation of the principles outlined in this policy by all staff. Judgements will be made as to the impact of marking and feedback on pupil progress and attainment using monitoring procedures. These procedures will include gathering samples of children's work and observing the policy being implemented in the classroom. The performance indicators will be:

- improvement in children's achievement and attainment;
- consistency in teacher's marking and feedback across phases;
- participation of children in the marking and feedback process.

We shall also update the school's marking and feedback policy on a regular basis, so that we can take account of improvements made in our practice.

**When was the policy adopted and reviewed?**

The policy was reviewed and updated by all teaching staff in April 2021 and in September 23.

Review Sept 23 – Inclusion of Live Marking