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Marking and Feedback Policy

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Approved by Governors		Date:
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BHPS Core Learning Values

At Broadstone Hall Primary School, we teach our children to be independent, resilient, co-operative and confident learners.

☐ **Independent learners:** encourage children to have a curiosity for learning and to be self-motivated learners

☐ **Resilient learners:** able to keep going if they become stuck, learn and use different strategies when problem solving and edit and evaluate their work in order to improve it

☐ **Co-operative learners:** able to work together to share thoughts, solve problems and develop new ideas

☐ **Confident learners:** able to try out new ideas, problems and concepts without fear of failure (believe in themselves)

These values weave through our curriculum and form part of our everyday classroom practice.

Rationale

At Broadstone Hall Primary School, we recognise the importance of marking and feedback as part of the teaching & learning cycle, and aim to maximise the effectiveness of its use in practice. We are mindful also of the workload implications of written marking, and of the research surrounding effective feedback. Notably, the Department for Education's research into teacher workload has highlighted written marking as a key contributing factor to workload. The quantity of feedback should not be confused with the quality. The quality of the feedback, however given, will be seen in how a pupil is able to tackle subsequent work. Marking and feedback should serve a single purpose – to advance pupil progress and outcomes. Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation and other expert organisations. The Education Endowment Foundation research shows that effective feedback should:

- Redirect or refocus either the teacher's or learner's actions to achieve an objective. (reteach, consolidate, extend)
- Be specific, accurate and clear
- Encourage and support further effort
- Be given sparingly so that it is meaningful
- Put the onus on students to correct their own mistakes, rather than providing correct answers for them
- Alert the teachers to misconceptions so that the teachers can address these in subsequent lessons (whole class, group or individual)
- Be **meaningful, manageable and motivating**

Feedback

- Feedback should be linked to the lesson's learning objective and relevant success criteria and inform subsequent teaching
- Feedback should empower children to take responsibility for improving their own work.
- Feedback is part of the school's wider assessment processes which allow children to make good progress.
- Children should receive feedback within the lesson itself or in the next appropriate lesson (eg whole class feedback).
- The 'next step' is the next lesson (reteach, consolidate, extend)
- All children's written work should be presented to a high standard
- All pupils' outstanding efforts should be recognised and praised (stickers/verbally/Marvellous Me/Postcards/inform parents/carers)

Our approach – Where am I going? How am I doing? Where to next?

Teachers use the following approaches to give children feedback on their work:

Type	What it looks like
Live and immediate Feedback.	**Check for understanding** Teachers use formative methods and questioning to gather information on children's learning whether they are working individually or with peers- in books, on whiteboards or orally. **Marking and feedback within the lesson, ensures that learning can be redirected, refocused, supported or extended quickly and precisely.** **Immediate marking** of the work by the teacher/TA whilst circulating using the Writing feedback code or ✓ and c. Pupils respond to feedback in the lesson. - Teacher/TA gives **verbal feedback** during lessons to individuals, groups or class. **(see appendix 1)** This may also take the form of mini plenaries. Pupils respond to feedback in the lesson. - There is a **consistently high learning dialogue**, modelling and questioning between the teacher and pupils. Pupils respond to feedback in the lesson. - The **teacher highlights and addresses misconception**/incorrect work/core skills/misunderstood subject knowledge. Pupils respond to feedback in the lesson. **Self-Marking** The first stage is to get children to mark their own work, leading on to peer-assessment as they become confident with the process. - Whenever possible, the teacher provides pupils with the answers to mark their own work. This also helps their self-assessment as it is instant feedback allowing them to consider if they understand the learning. - Marking their own work against a specific success criteria and using red pen to improve. - Pupils consider their work against a WAGOLL or model and then improve their work using red pen. - Pupils work with peers to proofread, edit and improve their own work **(see appendix 2)** **Every Piece of Work** Teachers reinforce the school's high expectations of handwriting and presentation in every lesson through live feedback.
Summary Feedback	- Takes place at the end of the lesson. - Provides an opportunity to evaluate the learning objective together against the success criteria and discuss, present and share what they have learnt. - May take the form of self or peer assessment against the success criteria. - May take the form of a quiz/ test or score on a game. - At the very end of a lesson, in Key Stage 1, pupils will self-assess their work using thumbs up and books will be collected to reflect self-assessment. In Key Stage 2,pupils put their books into red / amber or green piles based on their own self-assessment.

Feed Forward – after the lesson	**Feed Forward** All work must be read by the teacher and acknowledge using a stamp to indicate whether the pupil has met the objective or is working towards. *'The next step is the next lesson'* The teacher will put the books into three piles. • Re-teach • Consolidate • Extend This will allow the teacher to identify where the children are going to next in their learning and whether groupings may need to change. Time must be given to complete corrections, either individually, with peers or with an adult. . **Or** All work must be read by the teacher and acknowledged using a stamp to indicate whether the pupil has met the objective or is working towards. Teachers use the Whole Class Feedback Sheet (**see appendix 3**) to collect formative information about successes and next steps. This will inform whole class feedback and subsequent planning and teaching, or pupils may be grouped depending on their needs/ next steps. Successes in learning are celebrated and teachers explicitly teach children how to make improvements to their work by modelling/sharing the WAGOLL/clarifying misconceptions. In writing, children will proofread and edit all or part of their work **(see appendix 2)** The use of post-its to highlight learning misconceptions can also be used to support marking & feedback for both the teacher and the pupil.
Summative Marking and Feedback	• End of unit tests to check what the children know and have understood. • End of unit quizzes to check what children know and have understood. • Writing assessed against year group expectations termly. Gaps identified to be fed into future planning.

Marking and Feedback for writing.	We are committed to the development of pupil's writing across all subjects/key stages. Below is a list of writing marking symbols. Teachers should utilise writing codes when and where necessary within work. This could be done when looking through books or through live marking/feedback. Books must be checked and marking codes employed where needed at the minimum of once every week. All staff should use the marking code, appropriate to their year group. The code forms an integral part of improving writing and should be displayed in every classroom. Pupils must know these codes so that they can learn what they need to do to improve leading to independent editing. **Writing Feedback Code** • Year 1& 2 refer to the 5 finger rule: full stops, capital letters, finger spaces, conjunctions or joining words and check work • Year 1 & 2 Drawn finger = finger spaces • CL written with missing capital letter circled • sp ∾ Check this spelling again or write out three times if appropriate • . = full stops • DIMS? = 'does it make sense?' • ✓✓ indicates excellent section of work or a particularly well chosen word or phrase

	- ^ word missed out - O=circled missing punctuation - // new paragraph needed (Key Stage 2) - ☺= you have met the objective of the lesson - ☺= you are working towards the lesson objective - ◎ = Target to move your learning forward (optional if not done within lesson or whole class feedback)
Homework Feedback	Reading records acknowledgement-smiley face, date & adult initials. Comments if you choose. Purple Mash-reading & maths. Motivational emoji. Comment if you choose. Other homework eg spelling is assessed in class through spelling test or dictation. Early years?

Ensuring a consistent approach
Feedback in EYFS
- Teachers look for evidence, during practical independent play, which link to the outcomes in the EYFS. This evidence is then recorded on Tapestry as an observation.
- All of the feedback in the Early Years is given verbally, when adults are observing the children's play and interacting to move the learning forward. This feedback is recorded on 'Next Step' sheets in the classroom for all of the adults to access at any time.
- In Reception, when children write, if it is supported then it is marked with an S. If there has been any adult input, there is a VF (Verbal Feedback) code, along with what feedback was given ie finger spaces or correcting letter formation. This feedback is then recorded on the 'Next Steps' sheets.

Feedback Years 1 to 6
- All feedback and marking if done by an adult must be done in green ball point pen. The children will proofread, edit, improve and correct work using a red ball point pen.
- If work is supported by an adult then an S will be written by the objective.
- All lessons will usually start with a "Can I" question as the learning objective. This will be clearly explained to the children in child-speak reinforcing key terminology and be written in their books in Key Stage 2. In Key Stage 1 the children will write a short title to show what they are learning. All objectives and titles across parallel year group must be agreed and the same.
- Every Success Criteria is given as an "I can" statement and they are differentiated by an increasing level of challenge in their content, knowledge and skills. This will be done in maths, English and writing in all other curricular subjects
- Pupils will know that these criteria are the basis on which their work will be assessed.
- Y1 use the 5 finger rule: full stops, capital letters, finger spaces, joining words and check work.
- Teachers use assessments within the lesson itself, or the previous one, to redirect children in their learning using the Feed Forward approach (reteach, consolidate, extend)
- In maths or other subjects eg DT/Science which require a specific order of method or strategy of how to do something should be displayed for the children (steps to success)
- The use of the working wall and whiteboard should show these methods for the children to refer to.
- Teachers provide opportunities for children to self-assess their confidence and level of understanding using thumbs up in Key Stage 1 and in Key Stage 2 red, amber, green system within lessons and the end of lessons.

See other policies:
Teaching and Learning Policy
Assessment Policy
Homework Policy

Appendix 1 Examples of Verbal Feedback (always done with reference to the success criteria).

Motivational phrases to encourage children to recognise what's good about their work
• Let's take a look at what's good about this…
• I really like this idea, because…
• Ooh, that's a great way of…
• I hope you continue to use that.
• That's a fantastic idea. Any others?
• Why do you think I chose that one?
• Let's go for…
 • Excellent. Now see if you can…

Phrases to encourage "magpie-ing" from modelling, examples and WAGOLLs
• Could you use…?
• Let's bank that one.
• You can magpie that from my example on the board.
• Jot some of these ideas down as we go along.
• Think back to _____ and save that.
• Make certain you jot that down somewhere to remind you to use it from now on
•I like it, who else can use ………?

Phrases to encourage looking more closely/ thinking/speaking further
• How else could you do this?
• What do you think would work?
• What might you do here…?
• Keep going.
• What else could we have?
• Just think about that for a moment.
• The first thought not always the best thought. Have another go.
• Push yourself. It's going to be much more powerful if…
• Now let's think about this…
• We could say/do …… but I think we could do better than that.
• Do you think we should say ….. or …?
• Can you say a little more about that?
• What is that most important thing that is needed here?

Phrases to encourage children to check and evaluate their work
• Read it out loud and see how it sounds
• Re-read it out loud and that may help you to do the next part
• What are you pleased with…?
• Can you spot…?
• What do you think is needed here…?
• Does it all fit together logically?
•Look at the success criteria/steps to success, what do you need to do?

Phrases to add in extra challenges
• Now try...
• Now let's think about…
• What could we use to …?
• How could we make this more…?
• We've got ---------- what else do we need?
• What could follow? You tell me.
• How can we make _____ more interesting?
• Can you invent your own?
•Explain what you have done to your partner

Keeping it pacy
• Quick! I need the next sentence/ a great adverb/another fact/piece of information.
• Great! You've done that – what's next?
• One minute to…

Appendix 2   Progression in proof-reading, editing and evaluating

Year 1	Year 2	Year 3
• Read aloud what they have written to check for sense. • Proofread for capital letters and full stops with an adult initially, then individually if ready use a red pen. • 5 finger rule. • HFW word mats.	Make simple additions, revisions and corrections to their own writing. • Read aloud what they have written, checking for sense and accurate use of tense. • Red pen editing to a success criteria and/or 5 finger rules. • Proof-read for sense and tense. • Proofread for punctuation errors. • Proofread for spelling-HFW mat. • ==Green highlight conjunctions== (end of year) • Discuss and evaluate with a peer/adult CSC.	Evaluate and edit: • Read aloud what they have written, checking for sense and accurate use of tense. • Red pen editing to a success criteria. • Proofreading for punctuation errors. • Proofreading for spelling-HFW mat & Year 3 4 statutory word mat & begin to use a dictionary (children need a sufficient knowledge of spelling to use a dictionary). • Improving grammar and vocabulary-Vocabulary word mats/word collections. • Highlight some grammar features-==green conjunctions== & ==yellow noun phrases & expanded noun phrase.== • Assess the effectiveness of their own & others' writing in pairs, suggesting improvements and setting targets CSC.
Year 4	Year 5	Year 6
Evaluate and edit: • Read aloud what they have written, checking for sense and accurate use of tense. • Red pen editing to a success criteria. • Proofreading for punctuation errors. • Proofreading for spelling errors-HFW mat & Year 3 4 statutory word mat • Use a dictionary to check spellings (children need a sufficient knowledge of spelling to use a dictionary). • Improving grammar and vocabulary-Vocabulary word mats/word collections. • Highlight some grammar features-==green conjunctions and fronted adverbials== & ==yellow noun phrases & expanded noun phrase.== • Assess the effectiveness of their own & others' writing in pairs,	Evaluate and edit by: • Read aloud what they have written, checking for sense and accurate use of tense. • Red pen editing to a success criteria. • Proofreading for punctuation errors. • Proofread for spelling errors-use a dictionary & Year 5/6 statutory words. • Improving vocabulary and grammar-vocabulary word mats/word collections/thesaurus. Highlight some grammar features • ==Green- cohesive devices eg adverbials/fronted adverbials/conjunctions== • ==Yellow noun phrases & expanded noun phrases.== • Other focus grammar features. • Assess the effectiveness of their own and others' writing. In pairs/triangles propose changes and set targets CSC.	Evaluate and edit by: • Read aloud what they have written, checking for sense and accurate use of tense. • Red pen editing to a success criteria. • Devise own success criteria as a class. Personalised criteria based on interim targets once confident. • Proofreading for punctuation errors independently. • Proofread for spelling errors independently -use a dictionary & Year 5/6 statutory words. • Improving vocabulary and grammar-independently use vocabulary word mats/word collections/thesaurus Highlight some grammar features • ==Green- cohesive devices eg adverbials/fronted adverbials/conjunctions== • ==Yellow noun phrases & expanded noun phrases.==

suggesting improvements and setting targets CSC.		• Highlight other grammar features independently from devised success criteria. • Assess the effectiveness of their own and others' writing. In pairs/triangles propose changes and set targets CSC.

Appendix 3

Whole Class Feedback Sheet Template example   Year Group_____

Subject:_____ **Lesson objective:**_____**Date:**_____

Work to Praise and Share	Expression and Vocabulary
Presentation/Handwriting	**Basic Skills Errors(SPAG)**
Misconceptions/Need further Support	**Next lesson notes**