



Bewley Primary School
MARKING AND FEEDBACK POLICY

Policy Agreed: September 2021

Policy Review Date: September 2024

AIMS

'...the impact of feedback is 124 times more cost effective than reducing class sizes' - Higgins/Sutton Trust Report

Feedback and marking is the process whereby children are informed about what they have achieved at a particular time and what they need to do to improve. At Bewley Primary School, we take a professional approach to the task of marking work and giving feedback, and use a consistent approach which is age and ability appropriate. We value these exchanges and see that they are a positive form of communication based on learning objectives and success criteria outlined by staff and linked to the National Curriculum. Feedback can be verbal, written, pictorial or signal based and can be from teacher to child, teaching assistant to a child, child to teacher or child to child. Written feedback may take the form of acknowledgment marking or in depth marking linked to the planned learning intentions.

We are a Rights Respecting School and this policy is underpinned by our continued work of our commitment to UNICEF and the UN Convention of Rights of the Child.

This policy links directly to the UN Convention of the Rights of the child.

Children's rights:

Article 28 – All children and young people have a right to primary education, which should be free. Discipline in schools should respect children's human dignity Young people should be encouraged to reach the highest level of education they are capable of;

Article 29 – Education should develop each child's personality, talents and abilities to the full.

OBJECTIVES

Marking and feedback should:

- be timely (immediate if possible).
- be manageable for all teaching staff.
- involve all adults in the classroom.
- be seen by pupils as useful and positive.
- inform future planning/targets. (Shown on annotated plans)
- be accessible and inclusive.
- relate to learning objectives and success criteria.
- be responded to by the children.

KEY CHARACTERISICS OF AfL

FEEDBACK

The purpose of Assessment for Learning (AfL) is to provide feedback in such a way that learning will improve as a result. Teaching staff will need to identify next steps in learning as well as respond to mistakes. Feedback should always be constructive and sensitive, focusing on the work produced.

The following are a number of ways feedback can be given:

Verbal

- Most immediate and interactive form of feedback.
- The focus is on being constructive and informative.
- Can be direct or indirect (targeted or not) Whole class/group eg: when marking one piece of work or shared at the start of the lesson.

Verbal feedback and dialogue should be embedded within every session. It should be specific to the success criteria and should identify both positives and next steps so that the child has a clear understanding of how to move their learning forward. Every pupil should receive verbal feedback on a regular basis. When this is given on an individual basis, a 'V' or appropriate stamp, will be recorded next to the piece of learning. During learning walks, older pupils will be expected to discuss such feedback and how they are improving their written work.

Explicit learning objectives/outcomes:

Effective learning takes place when learners understand what they are trying to achieve and why it is important - **context**. Staff should always consider the context and share either the context or purpose with pupils where appropriate applying it to real life. It is important that pupils know the Learning Objective/Outcome (LO) to the lesson as this gives a focus enabling pupils to review their own progress and to see if they have achieved the objective.

The learning objective should focus upon the learning not activities.

For example:

To be able to convert improper fraction to mixed numbers.

To use full stops correctly.

Success Criteria:

Developing a success criteria to achieve the learning objective/s will help provide children with a framework against which to focus their efforts, evaluate their progress and discuss issues. The majority of the time teachers will generate the success criteria. We recognise that when children are involved in generating this they have more ownership of it; therefore, there will be times when the children will be fully involved in doing so.

We recognise that all pupils should have the ability to exceed in their learning; therefore, in longer writing tasks, we use a, '**Must, Should, Could**' approach to our success criteria, ensuring all pupils are challenged and empowered to achieve more highly.

NOTES:

- Success criteria should be used to consolidate previous learning and to add new learning into the lesson.
- The criteria should help pupils achieve the objective.
- In longer writing lessons, the **Must** criteria will often be the objectives being consolidated and the **Should** criteria will be what has been taught to them recently. There may be opportunities for children to include features that have not been directly taught to them at that point in the year but have been mentioned. These will form the **Could** criteria.
- The statements for success criteria should reflect appropriate year group programmes of study, taken from the National Curriculum.
- On occasions, success criteria may be limited to the guided groups and might be different from the whole class focus

Teachers are expected to share or create the success criteria at an appropriate stage within the teaching or as part of a guided group. Ideally this will be available in some way so that pupils can refer to it during the lesson. Teachers may also use this during the lesson when checking for learning or re-focusing pupils.

Success criteria should be stuck in books before the piece of work is completed; however, for longer pieces of writing, turning the pages back and forth might affect productivity; therefore, it may be more beneficial to leave a space at the start of the writing, for the success criteria to be stuck in after the task to enable pupils to refer to it more easily.

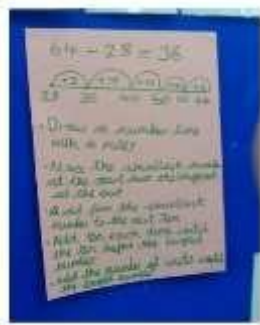
Success criteria focuses on the process or product and we recognise the difference in certain subjects.

The majority of success criteria in maths is focused on the **process**. This could be put on working walls, around the teaching environment, to show regular steps to success, so that these can be referred to as and when needed.

For example:



Year 2



Year 4

In English and the majority of other subjects the Success Criteria is largely based upon the **product**. For example:

Marking against Success Criteria

Success Criteria should be used to inform marking and to address misconceptions and identify next steps to learning.

EYFS: Learning Objectives:						○
ABC Capital letters	Fred Frog	Finger spaces	Full stops	Letter formation	Action words	
						○
						○

EYFS/KS1

The marking of children’s work in EYFS is normally performed on a one to one basis with the children present. This is done in order to teach any areas of difficulty or to give the child immediate opportunity to sort out any misconceptions. In the EYFS teachers often annotate work. This is due to attainment and areas of difficulty not being immediately apparent to parents or

other adults. Staff will gradually begin to introduce the visual codes in EYFS when individual children are ready and are beginning to write simple captions.

Gradually, all the children should be taught what the visual codes mean. Feedback will be given using these codes, throughout Year 1. Written comments are added with the child present or if it is felt relevant to inform another adult who may read the work.

This should continue into Year 2 until the children are able to read written comments independently.

KS2

KS2: Learning Objectives: Find 12 HFW correctly	Exceeded	Met	Not met	Teacher comment
I must				
I could				
I should				
My next step is:				

By the end of Key Stage 1, a clear transition should have been undertaken with the children, to enable them to be prepared in year 3, to independently read written comments and access the language of the Key Stage 2 Success Criteria.

When assessing against the success criteria, the following highlighters are to be used: **Green for Great** and **Pink for Think**.

The **green** highlighter should be used to **underline one or two** examples where the child has met the given success criteria or applied development points from previous teaching and learning.

The **pink** highlighter should be used to underline **one** example where the child has not met the success criteria. It is recommended that only one development area is identified per piece to ensure that children are not over faced or demotivated.

The Learning Objective should be highlighted **green** if achieved and not highlighted at all if not achieved.

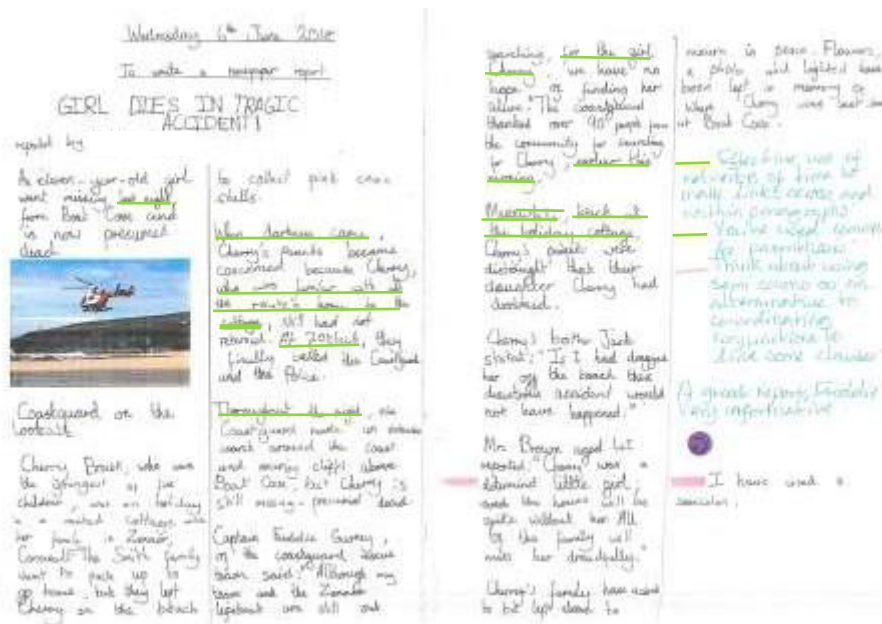
Success criteria should be ticked off by the teacher in the appropriate box.

Maths and other closed tasks should be marked with a tick or cross. Teachers should limit the amount of crosses and find an alternative response if many responses are incorrect. Pupils should be encouraged to leave some incorrect answers, so they can learn from them. Some calculations or sentences that need correcting should be highlighted in pink to enable the pupils to respond to, in improvement time.

Towards the end of KS1, there should be a maximum of two positive comments which refers specifically to the learning in that lesson, or to the previous work's comments, and one development comment. This should be continued throughout KS2.

- e.g. You have remembered to use some great adjectives.
- You have used 'and' to join some words and clauses.
- Put in the missing full stops.

All work marked by a member of staff should be in **green pen** and model our handwriting policy.



Marking is only of value if comments are read and responded to.

RESPONDING TO MARKING

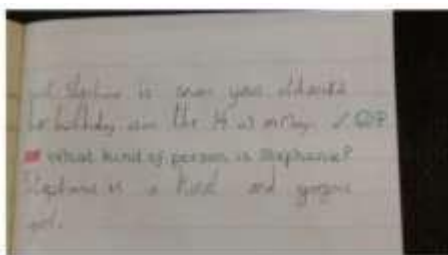
Wherever possible, live marking should take place during the writing process, using pink and green highlighter pens, alongside the child. This enables the child to act immediately and correct any errors in their work.

When work is distance marked (marked without the pupils being present), teaching staff must allow time for pupils to read and respond to marking (Dedicated Improvement Time (DIT)) immediately after, or as soon as possible.

A **purple ‘polishing’ pen** will be introduced to the children in year 1 to enable them to respond to marking.

We recognise that it is difficult for pupils working at lower levels to read and respond so EYFS and KS1 are expected to build in more time for verbal feedback, for example at the start of the lesson or during guided groups.

- In EYFS, teaching staff will work alongside the children to respond.
- Year 1 staff will begin to train the children to respond independently, using a purple ‘polishing’ pen, during the summer term.
- Year 2 will embed this and begin to train pupils to read and respond independently as they become better readers.
- KS2 pupils will respond to marking themselves, either during the lesson or during dedicated improvement time. Teachers should ensure that time is given for this and should employ their own system for how this is managed. It is critical that teachers explain the system and maintain it.



- It is expected that the vast majority of purple pen corrections are done after the finished piece of work and not in the margins so that the child’s work is kept tidy and legible.

Pupil-Assessment (PA)

To pupil-assess in **writing tasks**:

- EYFS children will be trained to use a traffic light for pupil assessment.
- In Key Stage 1 pupils should be taught to pupil-assess in a meaningful way, ticking against the Success Criteria, which might be teacher led or with the help from another adult.
- By the end of Year 2, the children should be able to independently pupil-assess in a simple way by ticking against the Success Criteria and verbally identifying their next step.
- In Key Stage 2, the children should use a handwriting pen, or pencil, to tick the success criteria which they feel they have achieved.
- To support this, the teacher should choose one of the **Should** objectives which children must underline neatly with a **green pencil** using a ruler to identify those pupils who have assimilated the learning. (This is likely going to be an objective that has been taught in the run up to the extended piece of writing.)
- The children should then identify their own next step and write this in the space provided.**

Learning Objectives: Find 12 H/W curves.	Should	Must
My next step is		

All pupil-assessment should be moderated by the class teacher, using a light touch mark to either agree or alter the pupil-assessment.

Teacher Assessment (TA)

Staff will be expected to assess **at least 3** different pieces of writing across each term, one of which will be a 'Show-off Showcase' write that will be set by the Assessment lead. These showcase pieces will be set during the assessment periods in each of the three terms. All formally assessed pieces of work will be marked against the writing assessment criteria grids, which will give an age related score. Expectations for marking should remain the same as stated above with the addition of an **A** in green pen on or above the success criteria.

Spellings

Across the school, staff will use their professional judgement in correcting spelling mistakes. When children are developing and applying their phonic knowledge to spell, regardless of their year group, focus should be given to words that are spelt incorrectly but are phonologically regular. After this, priority should be given to the statutory common exception words and finally spelling rules. Children should always be asked to correct their spellings as independently as possible, using a dictionary or word mats etc. **This guidance does not mean that every incorrect spelling should be identified and corrected.**

Monitoring and review

We are aware of the need to monitor and update the school's marking and feedback policy on a regular basis, so that we can take account of improvements made in our practice. We will therefore review this policy in two years, or earlier if necessary.

Signed: *M Carlton*

Date to be reviewed: September 2024

MARKING

Do you know what your teacher's marking means?



Correct



Incorrect

C

Correction

A/S

Achieved with Adult Support

G

OR



Worked in a Group

I

OR



Achieved Independently

V

OR



Verbal Feedback Given

A

Assessed Piece of Work

Through the abandoned tunnel,

Great! Success Criteria Used

adam lived in billingham

Think pink! Correct This