

## Policy for Quality Feedback & Marking

### Purpose

The purpose of this policy is to set out the approach to feedback & marking that has been developed and agreed by the teaching staff at Buckden CE Primary Academy following consultation, discussion and professional development activities throughout the 1<sup>st</sup> Autumn half term 2018. It provides structure, guidance and clear expectations for all staff, new and experienced, and plays a central role in the implementation of the School Assessment, Record Keeping, Report Writing Policies and in Assessment for Learning.

### Our Belief

We believe a successful quality marking and feedback policy will contribute to all children being active participants in their learning and to the raising of standards. It will also ensure:

- Continuity and consistency in our approach to the children's work
- Make expectations clearer to pupils, teachers and parents
- Help in the assessment, both formal and informal, of pupil progress
- Provide a model that pupils can use themselves when assessing their own work
- Help parents understand how teachers approach the assessment of their child's work
- The needs of the dyslexic learner are fully considered.

### Aims and Values

Our beliefs relate directly to the following school aims and values:

#### Aims:

- To develop high self-esteem and independence
- To be respectful of each other
- To recognise and reward
- To enjoy and excel
- To challenge and inspire everyone to achieve their potential

#### Values:

- High quality teaching and learning
- Clear and consistent expectations in everything

### What is effective Quality Marking & Feedback?

In order to progress and succeed, children need constant and supportive feedback on their learning. Adults working in schools and settings need to give both oral and written feedback that helps children understand how to take ownership and control of their own learning and progress.

- Primary Framework (Assessment for Learning)

The teacher's response to work is the main way through which children's awareness of their performance develops. Therefore, the response is crucial to their self-esteem and personal development.



## General Principles

- The marking of children's work should involve oral feedback and can include written where appropriate.
- Whenever appropriate or possible, all teachers should provide individual oral feedback to children.
- Feedback should be closely linked to the learning objectives of the activity - how well has the child met the learning objectives or the steps to success.
- Teachers should look for strengths before identifying next steps when giving feedback.
- Teachers should look for opportunities to publicly praise children who have produced work that is of a high standard for them.

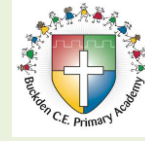
## Implementation

### Oral feedback:

- Oral feedback will be used as a follow up by the teacher from the previous lesson, addressing misconceptions and praising work.
- Is regular and interactive.
- Is both direct (targeted to individuals or groups) and indirect (as others listen in and reflect on what is said).
- Works in three directions: teacher to child, child to teacher and child to child. All three are important, necessary and interlinked.
- Can be modelled by the teacher so that children can employ themselves, in discussions and paired peer assessment.
- Is face-to-face and all the more personal and powerful for that.
- Is immediate: children are often able to respond to it straight away.
- Should be both positive - recognising children's efforts and achievements to date and developmental - offering specific, detailed advice to help children progress.

### Written Feedback:

- Within Global Learning, Religious Education, Science and assessed pieces of independent writing children will receive written feedback.
- Children's work should be marked promptly, using the agreed marking codes, thus providing the teacher with an ongoing record of the child's rate of progress in relation to the learning objectives and their peers.
- Needs to provide clear evaluation of strengths and weaknesses, prompt further thought and reasoning, and identify the next step in learning.
- Should be both positive - recognising children's efforts and achievements to date - and developmental - offering specific, detailed advice to help children progress.



## **Procedures and Standards at Buckden CE Primary School**

In order that children are able to move smoothly from one year group to another and to understand how other teachers mark work, it is essential that feedback procedures and standards should be consistent throughout the school. As a large primary school, it is obvious and necessary that there is a progression in the way that we mark children's work and give feedback, from Foundation to Year 6.

### **Mathematics and English**

Teachers and teaching assistants use the appropriate recording feedback sheet when oral feedback or support is given. With exception to assessed pieces of work.

The children are introduced to the practice of redrafting their own work using the agreed marking codes. Children self-evaluate their work by using dictionaries and thesauruses to revise and redraft it. Children will make changes using an orange pencil for own when editing their own work. When offering peer support and feedback children will use a purple coloured pencil.

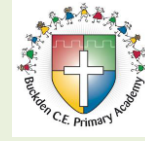
### **Other curriculum areas:**

The following agreed procedures for marking children's work will be implemented by all staff:

- ✓ On **ALL** recorded work, including homework, there should be an indication (tick or initial) that it has been seen by a teacher or teaching assistant.
- ✓ All work undertaken in school, will be marked in accordance with the School's marking code. (Appendix 1)
- ✓ Children should understand and have access to the codes used to mark their work. The marking code should be displayed in all classrooms.
- ✓ Comments should include informative next steps, not merely 'Well done' or 'Excellent', in all non core areas and work should be marked according to the curriculum focus or learning objective, i.e. in a piece of science work, mark the science, not the English; mark for use of adjectives not their spelling.
- ✓ Work is to be marked in coloured pen by the teacher as follows:
  - (Tickled) Pink - for positive comments about achievement related to the objective, steps to success or target
  - Green (for growth) - for comments aimed to show the child what they should have done to achieve the objective or target and also their 'next steps'.
- ✓ Where possible, opportunities will be made to discuss work with the children. When this takes place the appropriate marking code will be recorded on the child's written work.



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### All areas of the curriculum:

- ✓ Children's work should be marked as soon as possible after completion, preferably in the presence of the child in KS1 and with SEN children. This enables the pupil to understand the context of the work quickly and to take the appropriate steps towards success, and the teachers to assess quickly what steps need to be implemented for each pupil to make progress.
- ✓ If misconceptions arise, they should be addressed as a group or as whole class feedback.
- ✓ If an adult other than the class teacher (e.g. supply teacher) carry's out a lesson then it needs to be fully marked and initialled.
- ✓ Additional guidance of good practice in marking and effective feedback can be found in Appendix 2.

### Writing procedures

The following agreed procedures for correcting a piece of writing are:

- Where there are repeated, incorrect spellings of high frequency words, the first mistake should be corrected and thereafter repeated mistakes underlined. These should be corrected up to a maximum of 5 and time should be allowed for children to copy them.
- In KS1 the corrected word is written above the error, in KS2 it is written in the margin or at the end of the piece of work.
- All subject specific terminology e.g. condensation, Hanukkah, Mozart, will be corrected if spelt incorrectly, depending on the ability of the child.
- Children should edit for spelling and punctuation in all written work.
- Children are not allowed to use a rubber to correct mistakes if it has been marked wrong. The correct answer must be written near to the mistake.

### Expectations in Presentation

We have high expectations regarding the hand written presentation of work. These are:

- All children should begin to use a joined script as soon as possible after joining the school, if appropriate to the child's individual needs.
- Teachers should also use the same clear joined script when writing on whiteboards and when marking all worksheets, children's books, etc.
- All drawings and diagrams should be in pencil.
- As children progress through the school they are introduced to Berol handwriting Pens. In general, this is as follows:



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Foundation and KS1:	All work completed in pencil.
Year 3:	All work completed in pencil. Independent writing to be completed in pen at the teacher's discretion.
Year 4:	When appropriate, child awarded a Pen Pass and allowed to use Berol pen in their books - except maths where pencil is always used.
Year 5 & 6:	As for year 4, aiming to have the majority of pupils using Berol pen in their books except for maths.

*There will be exceptions to these practices where pupils have exceptionally neat handwriting and would benefit from using a pen sooner than their peers, or where pupils have fine motor skills problems and would find it difficult to use pen.*

- Ball point pens and Tippex are not to be used by children.

### Equal Opportunities

Equality of opportunity at Buckden CE Primary School is about providing equality and excellence for all, in order to promote the highest possible standards of achievement and progress. The content of our Quality Feedback & Marking Policy is planned to incorporate the principles of equality and to promote positive attitudes to diversity. In our feedback, we take account of each pupils' starting points and our comments are differentiated appropriately to ensure the inclusion of:

- Boys and girls
- Children with special needs, including gifted, talented & more able
- Children from all social, cultural and ethnic backgrounds
- Looked After children
- Dyslexia

### Review

This policy was ratified by the ECM Committee of the Governing Body in November 2019 and will be reviewed in line with the policy review framework in 2021

### Appendices

- Appendix 1 Marking codes
- Appendix 2 Good practice for giving feedback and marking



**Buckden Church of England Primary Academy**  
**School Marking Code**



**Appendix 1:**

<b>Code</b>	<b>Meaning</b>
<u>      </u> (underline) or Sp	Incorrect spelling
?	Does not make sense/don't understand
/	begin new line (useful in poetry)
//	begin new paragraph
^	Insert word / word missing
C	Mainly in maths - answer to be corrected.
✓	Answer is correct - work has been seen
X	Answer is incorrect and the child is not expected to correct it
. , b (Circled)	Punctuation missed. <b>Key Stage 1 put a line under the letter.</b>
V (Circled)	Verbal feedback from the teacher or TA
S(Circled)	Support given
R(Circled)	Remember to.....
T(Circled)	Target achieved
P(Circled)	Presentation!
E (Circled)	Edit your work
HP (Circled)	Housepoint



**Appendix 2:**

**Good Practice for Marking and Effective Feedback**

Key features of effective feedback consist of:

- Information about the learning objective of the task, pointing out success and improvement needed
- Feedback only on what the children were asked to do
- Focus on 1 aspect at a time rather than all of them
- Use 'closing the gap' prompts to structure improvement points e.g.
  - How do you think the boy felt? (Reminder prompt)
  - Describe the expression on the boy's face. (Scaffolding prompt)
  - The boy was worried and had a shocked expression on his face. (Example prompt)
- Make sure the children can read and understand your feedback and allow time for this to happen

Other pointers towards good practice:

- Plan your work with the marking load in mind. Long sessions of writing also create long sessions of marking.
- Use other reinforcements, such as discussion, drama, or brief pupil presentations instead of written work - remember to give verbal feedback.
- In KS1, where possible mark with the pupil beside you - find ways of giving more classroom time to it, moving from desk to desk as the children work.
- Make sure that you and the pupils know the purpose of every piece of work they do. Make this clear in your written planning and display the learning objective clearly for the pupils to see. Mark with the purpose in mind.
- Teach your pupils to edit and correct their own work, perhaps in pairs or groups. Not only do they become very good at this, but they learn much more than they would from looking at your corrections.
- If the work given in to you has already been edited and revised by the pupil, it will be much more rewarding to read and mark. Not only that, but your additional comments will be accepted by the pupil within this generally developmental context, and stand a real chance of moving the work forward.
- In many cases there is no need to provide a correction. It is enough simply to point out that there is a mistake perhaps of a particular kind. "Cues rather than corrections."
- If a child continually gives you work which requires demoralisingly heavy correction, consider that the problem probably lies with the task and that the answer is to do with proper differentiation.
- Similarly, if a child gives in page after page of perfect work, do not just be content to write, "Samantha, your work is always excellent." Consider that Samantha deserves and needs to be challenged to the point of making mistakes. Again, this is a matter of differentiation.
- Be positive, encouraging and precise in your comments. Do not write "You could do better"- point out just what needs to be done. Then always notice, and praise, when a child has made the improvement you asked for.