



Marking and Feedback Policy

Introduction

Giving feedback on children's work is part of the continuous assessment that teachers at Branton Primary School make of children's progress and achievement throughout the year. Consistency of approach by all teachers and teaching assistants is important to ensure that common standards are applied and children, parents and teachers are aware of progress made and areas where improvement is needed.

Reasons for marking

- To recognise, encourage and reward children's effort and achievement and celebrate success.
- To provide a dialogue between teacher and children and clear, appropriate feedback about strengths and weaknesses in their work.
- To improve a child's confidence in reviewing their own work and setting future targets, by indicating the next steps in learning.
- To indicate how a piece of work could be corrected or improved against assessment criteria.
- To help pupils develop an awareness of the standards they need to reach in order to achieve appropriately challenging standards within the National Curriculum.
- To identify pupils who need additional support/more challenging work and to identify the nature of the support/challenges needed.
- To provide evidence of assessments made and help moderate the interpretation of learning intentions and levels achieved.
- To inform parents and discuss with them the reviewing of their child's progress and to help in reporting to parents.
- To inform curriculum planning.

Marking should be positive, clear and appropriate in its purpose – it needs to offer positive benefits to staff and children and the outcomes need to be fed back into planning.

Principles

If children are to develop as independent learners, with an awareness of their own strengths as well as areas for development (learning targets) it is essential that:

- They are made aware of the learning intentions of tasks/lessons and of the criteria against which their work will be marked and assessed.

- The learning needs of individual children are understood and work is matched and marked appropriately.
- Their work is marked in such a way that achievement is acknowledged and teaching points are highlighted.
- Where appropriate marking/feedback is linked directly to learning targets.

Wherever possible formative assessment and feedback is shared takes place with the children during lesson time, e.g. when staff are working with individual children or group of

children, offering guidance as to the extent to which learning intentions have been met and suggests the next steps children might take in learning.

Towards a whole-school approach

In order to achieve a whole school approach marking and feedback methods must be agreed and should be:

- Consistent across year groups.
- Understood and used by all staff working in school.
- Rubbers may only be used at the teacher's discretion, in certain lessons.

The nature of feedback

- Comments should refer to the learning intention of the task and/or individual targets.
- Comments may be written or oral, formal or informal.
- Comments may be given on a year group, group or individual basis.

Oral Feedback

Oral feedback is most powerful and has maximum impact when pointing out successes and improvement needs against the learning intentions. The quality of metacognition is often greater if the learning is discussed and staff consistently teach, use and model the key vocabulary that forms the basis both of the lesson and of positive and encouraging feedback. Pupils are then encouraged to engage in self and peer assessment using the vocabulary they have learnt.

Oral feedback is usually interactive and developmental. It may give reassurance or a quick check on progress. The effect of the teacher's or classmate's comments will be seen in a child's response in moving on to the next learning step.

Oral feedback may be in the form of a discussion during class time, a learning/reading conference or review. Children are encouraged to judge their own progress through a "thumbs up/thumbs down/thumbs wibble wobble" approach.

Written Feedback

Written feedback should be neat and legible, concise and clear in meaning.

It should be developmental, i.e. children will find out how they are getting on and what the next learning step will be.

Where written feedback is used, children are expected to read comments made on their work and act on the advice given. It is essential that time should be made available for this.

In Early Years the majority of feedback will be verbal to children and staff will "mark" to show the skills a child has used for reference. In the summer term in preparation for the move to Key Stage One staff will mark to "I can" statements either written or stuck onto the pages of children's workbooks – these statements also provide useful evidence of progression and "next steps". For some children, the colour coded marking system described below, may also be introduced towards the end of the Reception year.

In KS 1 and 2, colour coded marking is used for "open" tasks. Blue indicates successful

achievement of target or objective (“Brilliant Blue”) and pink shows that some improvement is required (“Think Pink”). Highlights in work are to be explained in brief, age appropriate comments, also highlighted, at the end of the piece of work. Some work is “closed” – i.e. there is a definite correct answer. Right answers will be ticked, with a dot next to incorrect responses. Once corrected, the teacher will mark the correct answer with C, showing that improvement has been made.

If a child does not respond successfully, a further reminder will be given using pink highlighting – if this does not work, interventions will be put in place and a note made of this in the child’s book.

Further codes that may be used when marking are –

I – Independent

S – Supported

(For specific SEND pupils -

T.O. – Time out (teacher directed) O.O. – opted out (child led)

Feedback and Correction Time (FaCT)

We recognise the importance of dedicating time to improvement. This is timetabled by staff in different ways according to the age and ability of the children. In Early Years, the vast majority of feedback is verbal and children are encouraged to correct and improve in an ongoing and supported way, throughout lessons. In KS1 and 2 children are usually given time during lessons to correct their work after verbal feedback. Where written feedback is given, the children are given time at the beginning or end of lessons to correct or improve their work.

Recognising Achievement

All staff use the school reward system, allowing children to collect points on School360 that lead to weekly ‘Lucky dip’ awards, as well as termly class awards.

KS1 and 2 pupils will work towards completion of tasks and get awarded for this through filling up a class chart which will enable them to have a whole class ‘Treat Day’ each half term.

Monitoring and Review

All staff are responsible for monitoring and reviewing this policy. Book scrutinies will inform the effectiveness of these marking and feedback strategies and be reviewed regularly to keep the children engaged in the process.

Reviewed and updated May 2022

By

Zoe Ryan, Rachel Plunkett, Victoria Birdsall,

Shared with Governors ahead of meeting on 16th June 2022

Agreed by, on behalf of the Governing Body

Name Sarah Parsons (Chair)

Date 16th June 2022

Reviewed by, on behalf of the Governing Body Policy reviewed

Name.....

Date.....