

BURTON BRADSTOCK SCHOOL

Feedback and Marking Policy

What is the purpose of the policy?

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

Why do we need a feedback and marking policy?

It is important to provide constructive feedback to children, focusing on success and improvements against learning objectives. This enables children to become reflective learners and helps them to close the gap between what they can currently do and what we would like them to be able to do.

What are the principles that guide the school's approach to marking?

Marking and feedback should:

- be manageable for teachers and easily understood by pupils;
- relate to the learning objectives and comment on previous attainment within these contexts;
- involve appropriate adults working with the pupils in the classroom;
- give recognition and praise for achievement and clear strategies for improvement;
- allow specific time for children to read, reflect and respond to marking/feedback;
- respond to individual learning needs: e.g. giving feedback face to face with some and at a distance with others;
- inform future planning and target setting;
- use consistent codes across the school;
- ultimately be seen by children as a positive approach to improving their learning.

How do we give feedback on children's work?

Verbal feedback

We recognise the importance of children receiving regular verbal feedback. The adult may initially talk to the child about how they have met the learning objectives 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 where children may be unable to read a written comment. Where verbal feedback has taken place this will be identified by VF being written against the work.

Written feedback (marking)

During written marking teachers focus on both successes against the learning objective (WALT) and improvement needs. This is done using the following code:

- where the child has met the learning objective the examples are highlighted in green
- an aspect of work that needs to be improved is highlighted in pink
- spelling errors that need correcting will be identified by the teacher writing 'sp' in the margin on the line of the error. The child will need to identify the error and then write the correct spelling underneath. If there is a need to identify the error (e.g. for younger pupils or if there is more than one error in the line) then a pink dotted line is written under the spelling to be corrected

In order for the marking to be effective the guidance must be used and acted on by the children. Therefore, time is planned in a future lesson for children to read and improve their work using purple pens.

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

In order to act as a reminder to the children the following guidance will be displayed in each classroom:

Green is Great
Pink is Think
Sp to show a spelling mistake!

At Burton Bradstock we accept that written marking of work has to be tailored to meet the ability and age of each child and the subject being marked. This policy will be used throughout the school but with variations across each key stage. On all pieces of work it is indicated whether the child has completed the work independently or with some assistance:

I - Independent work
T.A. - Work supported by the teaching assistant
T - Work supported by the teacher
P – paired work with another child

Where the work is marked by someone other than the class teacher (e.g. supply teacher/TA) then the work is initialled. For ease of reference marking is carried out in green and pink ink.

How do children evaluate their own learning?

At Burton Bradstock CE VC Primary School the teachers write or explain the learning objective (WALT) at the beginning of each lesson. At the end of the lesson, children are asked to evaluate whether they feel they have met the learning objective or not by drawing a smiley face, straight face or sad face alongside the WALT.

Teachers also sometimes provide specific or generic learning objectives check lists for children to tick either as they work or when they have completed a piece of work.

What other styles of marking do teacher's use?

Self marking

Children are sometimes encouraged to mark their own work with guidance from the teacher. The pupil writes their name when they have self marked.

Shared marking

Teachers sometimes use one piece of work from an unnamed child to mark as a class, on the white board. This enables the teacher to model the marking process and teaches particular points at the same time.

Peer marking

Children sometimes consider or assess narrative work in pairs. The following points are important:

1. Children need to be trained 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. The children need to have a clear understanding of the Learning Objective for the lesson.
4. Children could point out three ways that the learning objective has been achieved 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.
5. Encourage a dialogue between the children rather than one child being the 'teacher'.

If the work is peer marked or assessed then 'PA' is written by the pupil or teacher at the end of the work and signed.

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.

Spelling, punctuation and grammar errors are not marked in every piece of writing, but will be noted as a future teaching point. However, where punctuation, grammar and spelling is a curricular target then children will be expected to attempt to meet their current target and meet previous targets, e.g. when an adult feels that a child can correct a spelling he or she will write 'sp' in the margin so that the child can write it correctly.

Success Criteria

We know our policy is working if:

- there is evidence that work is being marked regularly
- marking informs future planning
- children use the purple pens to improve their work

How will this policy be monitored and evaluated?

The headteacher and subject leaders will monitor books and talk to children about their work. The frequency is linked to school improvement. Feedback and support is then provided to staff.