



BORROW WOOD PRIMARY SCHOOL

FEEDBACK AND MARKING POLICY

Date Agreed by staff: January 2017

Date to be reviewed: January 2019

The Purpose of the Policy

The purpose of this policy is to make explicit how the teaching team feedback to children how to improve their work. All members of staff are expected to be familiar with the policy and to apply it consistently.

The Need for a Feedback and Marking Policy

It is important that the teaching team provides constructive feedback to children, both written and orally, focusing mainly on improvement needs against learning objectives, whilst also recognising successes. This enables children to become reflective learners and helps them to close the gap between what they can do currently and what we would like them to do.

The Principles That Guide the School's Approach to Marking and Feedback

Marking and feedback should:

- Relate to the learning objective and success criteria/'remember points'
- Recognise, encourage and reward children's effort, achievement and progress
- Give clear strategies for improvement and help pupils to overcome errors or difficulties and deepen their understanding.
- Dedicate adequate time for children to respond to feedback - **H.A.N.G. 'Have ANother Go' time** (KS1) or **D.I.R.T. – 'Dedicated Improvement and Reflection Time'** (KS2)
- Respond to individual learning needs taking opportunities to feedback face-to-face where appropriate
- Inform future planning
- Use consistent codes
- Ultimately be seen by children as a positive approach to improving their learning

The Effect of Marking and Feedback on Attainment

Research has shown that consistent and effective feedback, as documented in this policy, has a significant impact on raising achievement

The Methodology of Marking Children's Work and Giving Feedback

Successes should be recognised and celebrated, but the emphasis needs to be on giving specific feedback to the pupil/pupils on what they need to do to improve. ***Marking is for the child and for the next piece of work to be better than the one before.***

Triple Impact Marking has been adopted by the school as it impacts positively on pupil progress. This involves:

1. Peer and self-assessment against success criteria (proof reading, highlighting)
2. The teacher marking the work (giving specific tasks, asking questions)
3. Pupils completing tasks, answering questions (H.A.N.G./D.I.R.T)

Peer and self-assessment against success criteria (proof reading, highlighting)

Children should be given the opportunity to evaluate the work of their peers and provide suggestions for improvement. All children should sometimes be encouraged to self-evaluate and older children should be encouraged to identify their own successes and look for improvement points.

Teachers may sometimes use green, amber and red trays or green, amber and red labels so that children can place their work in the tray/by the label to indicate their understanding at the end of a piece of work e.g. in Mathematics (Appendix 2).

During Marking

During marking, teachers will use green highlighter pens to highlight successes. Pink highlighter pens will be used to draw children's attention to points for development. (Black pen will be used for other aspects of marking).

Symbols will be used as shorthand. The symbols adopted by the school are provided in the appendix. Children will have a copy of the symbols in the back of their exercise books so that they can refer to them during improvement and reflection time. Whilst marking, if teachers see that children have not achieved the learning objective(s), then 'GG' will be written in their books and that afternoon or the following day, these children will be included in the teacher's guided group for further support and practice.

Abbreviations will also be used throughout the school whenever appropriate (Appendix 1).

The correction of spelling with an emphasis of the misspelling of high frequency words and technical words linked to the Curriculum must be appropriate to the child's level of achievement and the task set.

Teachers may add additional comments on work, such as "1 to 1 support", in order to inform others of the amount of support given.

Where possible work should be marked alongside the child/children so that effective feedback and guidance can be given.

Developmental feedback should include opportunities for the children to examine how they have gone wrong with guidance on how to improve. Examples of effective feedback are in Appendix 4.

Teachers' comments will model the handwriting that we expect of the children.

Improvement and Reflection time (H.A.N.G./D.I.R.T.)

Pupils should be given dedicated time to read, consider and act upon the written feedback the teacher has provided. In Key Stage One this will be known as H.A.N.G. time ('Have ANOther Go' time and in Key Stage Two this will be known as D.I.R.T. ('Dedicated Improvement and Reflection Time').

Children in Years 2-6 will use a different colour pen during improvement and reflection time – A 'Purple Pen for Progress'. This will allow both teacher and pupil to see – at a glance – the improvement and progress being made. In Key Stage 2 children will also date and initial their improvements.

Children should be encouraged to ask for clarification, if they do not understand a comment and should be clear about what they need to do in their next piece of work, as a result of the feedback they have received.

Mathematics

In Mathematics, work will be marked with a pink dot to indicate that the child needs to think again.

Marking and Feedback in the Early Years Foundation Stage (Appendix 3)

In the Foundation Stage, marking and feedback strategies include:

- Verbal Praise
- Stickers and stamps
- Written annotations, short and narrative observations (written)
- Annotation of work and photographs by staff
- Children beginning to annotate their own work and pictures
- Oral dialogue with children about their play, work or special books

Marking and Feedback given by members of the teaching team other than teachers

Where a member of the teaching team other than the class teacher has been involved in the child's learning, the work should be initialled. Work may be annotated.

Sharing Information with Parents

It is important that parents understand how work is marked. Parents will be informed of the various codes for marking in the following ways:

- Via the School Newsletter
- Codes will be displayed on the School's website
- Codes will be explained at Parents Evenings
- Codes will be in the back of homework books

Monitoring and Evaluating this Policy

This policy will be monitored through further consultation of staff and through the planned reviews.

Children's books will be monitored by the SLT group and subject leaders, with written and verbal feedback given to members of staff.



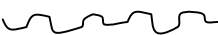
Where appropriate, subject leaders will highlight good practice and areas for development, in a summary document, for all staff to consider and discuss.

Subject leaders will monitor subject specific marking as part of their monitoring role.

The Role of Governors

Our governors approve, support, monitor and review the school policies. They will monitor how effective marking and feedback strategies are in terms of raising pupil attainment and achievement. They will do this through:

- Receiving reports from subject leaders, the Head teacher or school leaders
- Their involvement in work sampling and other curriculum monitoring activities across school
- Monitoring data

<u>Understanding your Teacher's feedback and marking</u>	
	Well Done. You have been successful with this.
	Please think again.
O (Focus on punctuation)	Look carefully. What is missing? What needs to change?
NS	Next Step
<u>Remember:</u>	
.....	Sentence does not make sense.
//	New paragraph
^	Omission
	Incorrect spelling. Look back and try to correct it.
<u>Marking Codes</u>	
VF	Verbal feedback (We have talked about your work)
ST	Supply Teacher marked
I	Independent work
SW	Supported work
<p>H.A.N.G. – ‘Have ANother Go’ time</p> <p>D.I.R.T – Dedicated Improvement and Reflection Time</p> <p>You will edit and improve your work using the Purple Pen for Progress (Years 2, 3, 4, 5 and 6).</p> <p>If you are in Years 3, 4, 5 or 6 you need to date and initial your improvements. e.g. 8.11.14 P.B.</p> <p>You must use your very best handwriting and presentation.</p>	

Assessing my own work



I am confused and don't understand.
I need some help!


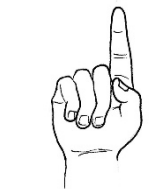
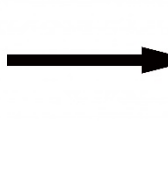

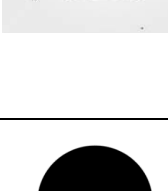


I am getting there and understand most of
this work.
Please keep an eye on me.



I understand this learning fully and am ready
for the next challenge.
Give me the next challenge!

Appendix 3

Foundation Stage Feedback and Marking	
VF	Verbal feedback (we have talked about your work)
I	Independent work
SW	Supported work
NS	Next steps
	Sound talking
	Finger spaces
	Where to start
	Capital letter
	Full stop

Appendix 4

Outstanding	Good
Consistent, high quality marking, assessment and testing are used to improve pupil learning. There are persistently high level challenges over time. Pupils' response to feedback indicates a marked improvement in learning.	Good use of marking, assessment and testing are used to improve pupil learning. The level of challenge over time ensures good progress. Pupils act appropriately on feedback.
Poor Examples of Dialogue Marking	Good Examples of Dialogue Marking
Do question 4 again.	Can you see a pattern in your previous answers that will help you answer question 4?
Good work – What do you think is your next step?	You have shown a good understanding of finding a fraction of a number where the numerator is 1. How will this help you finding fractions of a number where the numerator is greater than 1?
28 is the wrong answer – try again.	28 is the wrong answer. Can you explain why?
Check your times tables.	What would happen if the numbers were 10 times bigger?
The last question is wrong.	Why is this 'not right?'
Which shape is the scalene triangle?	Can you explain which shape is a scalene triangle and why?
What number comes next?	What is the next number in the sequence? Can you explain the rule?
Try this next.	How could you use this skill when multiplying by a 3 digit number?
Examples of Challenges	Examples of Next Steps
You have shown a good understanding of finding a fraction of a number where the numerator is 1. How will this help you finding fractions of a number where the numerator is greater than 1?	Finding fractions of amounts with numerators other than 1
Can you now read these numbers ie. 37, 49, 86	Read and write numbers to 100
How do you think you can use what you know about short multiplication to multiply by a 2 digit number	To use the formal written method of long multiplication
How can you check if an angle is greater or smaller than a right angle?	To measure angles using a protractor