



## **BIDSTON AVENUE PRIMARY SCHOOL**

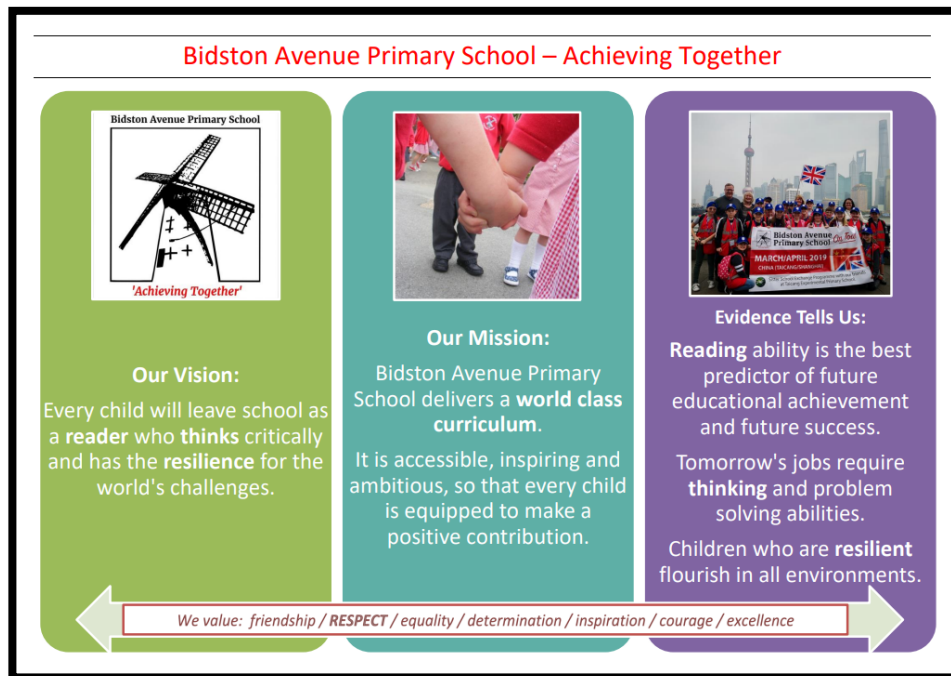
### **Marking and Feedback Policy January 2023**

Approved by the Governing Body of Bidston Avenue Primary School

January 2023

Signed: \_\_\_\_\_

CLlr George Davies (Chair of Governors)



**'The most powerful single moderator that enhances achievement is feedback.'**

At Bidston Avenue Primary School, we believe that each child is an individual with specific needs that we seek to meet appropriately through planning, assessment, motivation and encouragement.

As an integral part of this philosophy, we believe that when marking the work of our children, we must **encourage** them and **support** them to become better learners. It allows teachers to inform and aid future planning, rectify misconceptions, to assess and monitor learning and to identify children who need more support or deeper mastery work.

Conversely, we believe that we should safeguard the health and well-being of teachers by ensuring that all feedback and marking is "**meaningful, manageable** and **motivating**".

**Meaningful** - marking varies by age group, subject, and what works best for the pupil and teacher in relation to any particular piece of work. Teachers are encouraged to adjust their approach as necessary (working within the policy) and trusted to incorporate the outcomes into subsequent planning and teaching.

**Manageable** - marking practice is proportionate and considers the frequency and complexity of written feedback, as well as the cost and time-effectiveness of marking in relation to the overall workload of teachers.

**Motivating** - Marking should help to motivate pupils to progress. This does not mean always writing in-depth comments or being universally positive: sometimes short, challenging comments or oral feedback are more effective. If the teacher is doing more work than their pupils, this can become a disincentive for pupils to accept challenges and take responsibility for improving their work.

Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation.

**The Education Endowment Foundation** research shows that feedback should:

- Redirect or refocus either the teacher's or the learner's actions to achieve a goal
- Be specific, accurate and clear
- Encourage and support further effort
- Be given sparingly so it is meaningful
- Provide specific guidance on how to improve and not just tell students when they are wrong

All children are entitled to regular and comprehensive feedback on their learning.

## Aims

- Show we **value the children's learning** and motivate them to produce high quality work.
- **Raise children's self-esteem** and through praise for what they do well and encourage them to raise their aspirations.
- Gauge the **children's understanding** and identify any misconceptions.
- To demonstrate what the children's **strengths** are and how they can **improve** their work in the future through **timely** and **high-quality feedback**.
- Create an ethos where **mistakes are acceptable** as long as learning allows children to remedy them.
- Embed opportunities for the child to learn how to **assess their own work** critically in order to create independence in learning and responsibility for their own improvements.
- Embed opportunities for the children **to assess each other's learning**, identifying strengths and areas for improvement by which they can reinforce their own learning and learn the art of constructive criticism.
- Create an **ongoing conversation** between child and adult which will aid progression.
- Create **challenging but achievable** targets for improvement.
- Provide a basis for **summative** and **formative assessment**.
- To inform **next steps in learning**.
- Establish a consistent approach to marking against **specific learning criteria** so that children understand **how their work is marked**.

## Principles

- It should be **manageable**.
- It should be **positive** and **motivating** for children.
- It must be at the child's level of comprehension (**accessible**)
- It may be given **verbally** so children can act upon feedback.
- It should be given **promptly** and **regularly**.
- It should give recognition to **effort and achievement** noting improvements made.
- The process should directly **engage the child**, either orally or through written response.
- It should give clear strategies for improvement **focussing on one or two areas at a time** which link into the learning intention or learning targets for the child, as appropriate.
- **Time should be given** for children to consider feedback and for them to **respond appropriately** (verbal or written)
- It should **promote children's self-assessment**, linking marking and feedback into the wider process of engaging the child in their own learning.
- It will provide information to the teacher on the success of the teaching and **inform planning**.
- It will provide information to the teacher regarding **pupil progress**.
- It can be given by **any adult** with whom the child is working.
- It can be given by **a peer** as part of the learning process.
- It must **positively affect the child's progress and learning outcomes**.

## Process

- Before a piece of work is undertaken, children should be clear about **what is going to be assessed** when the work is marked.
- We set out **clear learning intentions** and success criteria, which enables the adults and pupils to mark and give feedback effectively against the success criteria.
- **Classroom staff** are engaged in **on-going assessment throughout lessons** and will intervene whenever children need redirecting, either as individuals or as a group.
- **Feedback in lessons has more impact and is recommended where possible**.

## Roles and Responsibilities

- It is the expectation that **all classroom staff** in school use this policy in its entirety, including supply
- If you are not the usual teacher, you will initial work marked
- Teaching Assistants must mark and **initial work** if they are covering a class, although they are not expected to mark in detail when taking the whole class
- When working with an individual or small group teaching assistants should mark the work in line with this policy and initial it
- Staff must present marking by **modelling handwriting and writing legibly, spelling accurately** and ensuring quality

## Verbal Feedback

- Verbal Feedback is King! 👑 Children **should** be provided with verbal feedback from any adult, about their work **as often as possible**. This is usually done as they are working during the lesson.
- Direct contact with the child and discussion of the work is particularly appropriate with younger, low achieving or less confident children.
- **Feedback may be given through the check for understanding part of the lesson which may not always be at the end of the lesson.**

## Marking

- Marking should reflect the learning objective and focus on specific areas for improvement as well as the area of strength.
- Occasionally, the work is marked by teachers, in the presence of the child, enabling verbal explanation of the written feedback.
- Occasionally, the work is marked by teachers as a whole class, table or group.
- Occasionally, the work is marked by the child with guidance from the teacher. Children will use a purple pen and this may be called '**tick and fix**'.
- A variety of stamps, smiley faces or stickers **could** be used to encourage improvement where appropriate.
- Written feedback is completed in **green pen**, so that it is clearly visible for the pupil and different to other colours used.
- In most cases, feedback will be completed as soon as possible and be **ready for the next lesson**.
- Pupils **must** be given **feedback time** to reflect upon and action comments written by the teacher.
- Children will use a **purple pen**.
- Feedback may be given by a teacher or teaching assistant, but the teacher is always responsible for the quality and accuracy.
- School does **NOT** expect extensive written feedback.
- Questions can be used to develop a child's reasoning e.g. through the use of 'why' questions
- All work is to be **acknowledged** by any of the following: comment, tick, stamp, green/pink highlighter or symbol (for younger pupils).



- Staff will consider how to mark groups of children in depth on a rotation to reduce workload.
- **All comments will be relevant to the age and ability of the child – all feedback should be accessible.**

## Codes

- **PA** = Peer Assessment
- **SA** = Self-Assessment
- **T** = Teacher Support
- **I** = Independent (when the child is working below ARE)
- **TA** = TA Supported
- **SP** = Spelling to check (words which children are expected to spell correctly)
- **P** = Punctuation error
- **Abs** and the **date** = Absent
- **Initial the work** if you are not the usual class teacher (this includes supply teachers)

## Basic Skills and Presentation

- Teachers make clear the expectations for presentation of work, in terms of titles, dates, **general layout and handwriting**.
- Teachers **will not accept** work which has not been **presented to a sufficiently high standard**.
- It is vital to have a positive attitude towards a child's approach to spelling and to **correct errors with sensitivity** and knowledge of the individual child.
- At all stages, children should be encouraged to read through their work before the teacher marks it and, where able, make a redraft. In KS1 there will be an emphasis on correcting **high frequency words but not highly ambitious vocabulary**
- In KS2 **up to 3** misspelt words will be identified and '**sp**' code used

- The teacher will then either write the correct spelling underneath the work; part of the spelling correctly spelt or ask the child to use a dictionary to find the correct spelling; depending on the word and the individual child's ability.
- Children will write these three times in their book.
- Teachers **must allow time for spelling corrections**.
- All children are encouraged never to dodge a good word and children will use dictionaries (online or physical) to **check spellings**.
- Subject specific technical vocabulary and basic skills are corrected, where appropriate for the child.

### Pupil Self and Peer Assessment

- Children will be **taught to peer mark** and will only do so when they are at a suitable level, determined by the teacher.
- All peer assessment will be against success criteria given by the teacher either verbally or through the use of supports.
- It will enable children to move on in their learning.
- Pupils realise their own learning needs and are able to discuss their learning with others.
- Time needs to be allocated for the pupils to **reflect** on their learning, or that of others, and make suggestions against the learning objectives.
- Suggestions **may be verbal or in writing** using the teacher marking systems outlined previously.
- This is not expected of F2 children, but teachers may work on simple responses.

### What does subject specific feedback look like at Bidston Avenue?

<u>Subject</u>	<u>Feedback (verbal or written)</u>	<u>Frequency</u>
<b>Maths</b>	<b>Tick</b> to indicate a <b>correct</b> response. <b>Dots</b> indicate an <b>incorrect</b> answer. Question comments are made occasionally in journals, but are <b>NOT necessary</b> in Maths No Problem workbooks. Look out for misconceptions in journals and evidence of greater depth work. Teacher marks the workbooks, <i>as soon as possible</i> , after the lesson to ensure child receives essential pre-next session intervention or pre-teaching. Peer and self-assessment are also used	
<b>English</b>	There is a balance of peer and self-assessment as well as specific marking from the teacher where necessary.	
<b>Writing Assessment</b>	Fully assessed piece against a specific criterion	At least ½ termly
<b>Science, History Geography, RE Languages, D&amp;T</b>	Written feedback if verbal feedback was not given in the lesson Verbal feedback/Peer Assessment/Self-Assessment. Basic skills corrected within the work e.g. spelling and punctuation	<b>Every lesson Keep Simple Not extensive.</b>
<b>PSHE, Computing, Art</b>	Verbal feedback/Verbal Peer Assessment/Verbal Self-Assessment on skills used within the lesson.	Every lesson
<b>Music</b>	Verbal feedback/Verbal Peer Assessment/Verbal Self-Assessment on skills used within the lesson. <b>Big Books</b> are used to record <b>weekly evidence</b> . Evidence of lessons/skills rehearsal and final performances are recorded and saved on the shared area	Every lesson
<b>Physical Education</b>	Verbal feedback to all children throughout the lesson. Occasionally, but more frequently as children move to years 5 & 6, the iPads (or other recording equipment) could be used to enable children to be more specific about improving their personal performance.	Every lesson

### Monitoring and Review

*This policy is to be monitored by SLT and reviewed annually*