

Brandhall Primary School



Marking and Feedback Policy

September 2020

Marking and Feedback Policy

This policy sets out the purpose and rationale behind marking and feedback at Brandhall. It has been developed with staff and pupils and has taken account of recent research and recommendations.

The Education Endowment Foundation research shows that effective 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 that it is meaningful
- provide **specific guidance** on how to improve and not just tell students when they are right or wrong

Our policy on feedback has at its core a number of principles:

- **the sole focus of feedback and marking should be to further children's learning;**
- evidence of feedback and marking is incidental to the process;
- we do not provide additional evidence for external verification;
- written comments should only be used where they are accessible to students according to age and ability;
- **feedback delivered closest to the point of action** is most effective, and as such feedback delivered in lessons is more effective than comments provided at a later date;
- feedback is provided as part of our assessment processes in the classroom, and takes many forms other than written comments;
- Feedback is a part of the school's wider assessment processes which aim to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress.

Type	What it looks like	Evidence (for observers)
Immediate Good quality AfL	<ul style="list-style-type: none"> ➤ Includes teacher gathering feedback from teaching, including mini-whiteboards, book work, etc. ➤ Takes place in lessons with individuals or small groups ➤ Often given verbally to pupils for immediate action ➤ May involve use of a teaching assistant to provide support or further challenge ➤ May re-direct the focus of teaching or the task ➤ May include highlighting/annotations according to the marking code 	<ul style="list-style-type: none"> ➤ Lesson observations/ learning walks ➤ Sometimes; evidence of annotations or use of marking code/highlighting ➤ Pupils' response to verbal feedback and confidence in acting on it ➤ VISIBLE improvement due to feedback
Summary Good quality teacher/peer/self-assessment	<ul style="list-style-type: none"> ➤ Takes place at the end of a lesson or activity ➤ Often involves whole groups or classes ➤ Provides an opportunity for evaluation of learning in the lesson ➤ May take form of self- or peer- assessment against an agreed set of criteria ➤ In some cases, may guide a teacher's further use of review feedback, focusing on areas of 	<ul style="list-style-type: none"> ➤ Lesson observations/ learning walks ➤ Timetabled pre- and post-teaching based on assessment ➤ Some evidence of self- and peer-assessment ➤ May be reflected in

	need	selected focus review feedback (marking)
Review Effective tasks to extend or consolidate	<ul style="list-style-type: none"> ➤ Takes place away from the point of teaching ➤ May involve written comments/annotations for pupils to read / respond to ➤ Provides teachers with opportunities for assessment of understanding ➤ Leads to adaptation of future lessons through planning, grouping or adaptation of tasks ➤ May lead to targets or challenges being set for pupils' future attention, or immediate action 	<ul style="list-style-type: none"> ➤ Acknowledgement of work completed ➤ Written comments and appropriate responses/action ➤ Adaptations to teaching sequences tasks when compared to planning ➤ Use of annotations to indicate future groupings

Marking Approaches

All work will be acknowledged in some form by class teachers. This will be done at an appropriate point to inform the next piece of work.

This will often be through the use of achievement ticks on the Can I and an indicator for level of support. Highlighting will be used to show where work needs further attention or where the child has demonstrated their skill in their curricular target or learning intention (I can statement)..

Annotation	Meaning				
sp	Incorrect spelling. This will used selectively (no more than 3 times) when marking work, focussing on spelling patterns which should either have been secured or represent a next step in spelling development. Pupils are expected to correct these spellings; in KS1 the correct spelling will be given, in KS2 depending on the needs of the child the spelling will be given or be found independently using a dictionary.				
○	ARE grammar or punctuation error				
//	New paragraph needed here				
^	Missing word				
I	Independent				
S	Supported				
🗨️	Verbal Feedback				
✓✓✓	Can I achieved	✓✓	Working towards Can I	✓	Can I not achieved

Success Criteria SOS /'CAN I' statements

All marking comments will be measured and assessed against the 'Can I' statements and SOS for each lesson. These can also be included in plans, however, children should have input.

Peer and Self-Assessment

Good quality peer and self-assessment is an excellent tool to consolidate and clarify learning. These strategies only work **when the learning intention and SOS are clear and understood**.

- Peer or self-assessment can be used for summary marking by a group or groups of children
- Can I and SOS must be clearly understood by the group marking in this way
- Teachers must acknowledge the feedback from peer or self assessment

Teacher Comments

These are the **last piece** in the process. They need to provide specific comments about

- current quality including corrections (CQ Basic)
- advancing the learning through challenge or consolidation (CQ Advancing)
- deepen learning through application of skills in a different context (cross curricular links) (CQ Deep)

NOT ALL mistakes in a piece of work will be rectified by the teacher. 'Secretarial' marking **IS NOT** positive developmental and so will not take place in books, however basic skills errors can form part of the gap task if improvements are not being made in these areas.

The majority of marking comments should be positive and developmental. See examples below.

Positive Non-Specific	Positive Specific	Positive Developmental
"Good work!" "Excellent!" "Well done!"	"Well done, I think you've explained the process clearly using the correct technical terms." "I love the adjectives you've chosen to describe the scene."	"How could you back up your arguments with more evidence? Give an example." "I love the way you have described so vividly. Please add a relative clause into this sentence? What effect did it have?"

Time to respond to feedback

This may take various forms, is at the teacher's professional discretion, and could include whole lessons. The more immediate the feedback the more impact it will have.

Time should be given for children to read, understand and be aware of their targets for improvement. Then given the opportunity to review and amend the work as appropriate. Regular slots will be highlighted in the planning process, notably the daily 8.45 – 8.55 registration period.

In order for marking to be formative, '**closing the gap**' information must be understood and acted upon by the children.

Marking non-negotiables

- Teachers mark in red
- LSPs mark in blue
- Can I and SOS are clear and displayed in every lesson
- Progress in lesson acknowledged with ticks against the Can I..?
- Basic errors must be corrected
- Presentation should carry highest expectations
- Spelling errors underlined and sp in margin
 - 3 spellings maximum written at bottom for 3x practice by pupils
 - These MUST be HFW or ARE words and relevant to the child's everyday writing
- Circle grammar and punctuation errors
- Maths marked with ticks for correct and a dot for correction required
- English marked with basic skills corrections
- Challenge tasks used to deepen learning and develop greater depth

Who is involved?

- Leadership Team: monitoring, evaluation and inset
- Class Teachers: giving a range of feedback in a variety of forms
- Pupils: self-assessment, peer assessment, collaborative improvement, marking and improving their own work
- Learning Support Staff: marking in line with the Learning Objective, commenting on assistance given with their group
- Supply Teachers and Trainee Teachers: are required to follow the policy.

Frequency

All work should be seen by an adult and acknowledged before the pupil starts the next piece of work.

To clarify: Pupils should never receive an unmarked piece of work unless it is for a planned learning task e.g. redrafting.

The expectation is that every child has their book marked, as a minimum,

- by the teacher at least twice a week
- by the group support once a week
- occasionally by their peers or themselves no more than once a week