Policy/Document: Marking/Feedback Policy 2023

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This policy was written in response to the questions, "who are we marking for?" and "what are we marking for?"

The time taken to mark is not the same as effective marking. Ofsted don't expect to see any specific frequency, type or volume of marking and feedback. However, marking/feedback should be consistent with the school assessment policy and promote pupil progress. Our policy is built on an agreed culture of high expectations and aspirations of all learners through effective feedback on children's work.

Key principles of our policy

➢ The sole focus of feedback should be to further children's progression through the curriculum.
➢ Evidence of feedback is incidental to the process; we do not provide additional evidence for external verification.
➢ Feedback should empower children to take ownership for improving their work; adults should not be doing the work for the pupil.
➢ Written comments should only be used as a last resort for the very few children who otherwise are unable to locate their own errors, even after guided modelling by the teacher.
➢ Children should receive feedback wither within the lesson itself or in the next appropriate lesson. The 'next step' is usually the next lesson.
➢ New knowledge is fragile and usually forgotten unless explicit steps are taken over time to revisit and refresh learning. Teachers should be wary of assuming the children have securely understood material based on evidence drawn close to the point of teaching it. Therefore, teachers will need to get feedback at some distance from the original teaching input when assessing if learning is now secure.

What is feedback?

Feedback is information provided by the teacher regarding aspects of one's performance or understanding. It occurs typically after instruction that seeks to provide knowledge and skills or to develop particular attitudes. Feedback is among the most critical influences on student learning (Hattie & Timperley, 2007)

Our Philosophy

'Real time' feedback, given at the point of learning, is more effective than the children receiving written feedback after the lesson. This way, 'response time' is not needed as a bolt-on in the timetable. Children will respond to feedback in real-time, all the time, during their learning. At Belle Vue Primary School, we advocate active learning and adult interaction for all children in all lessons.

What does this look like in the classroom?

➢ Adults working the room continuously – looking/reacting/feeding back.
➢ Adults stopping to give precision intervention to individuals/groups/whole class.

- ➢ No adults completing detailed marking after learning has happened.
- ➢ No children queuing to be seen by a 'stationary' teacher.
- ➢ No child waiting for feedback before they can move on.

Teachers at Belle Vue Primary School will give feedback as much as is possible/appropriate during the learning within a lesson. This may purely be verbal feedback, to either an individual, group or whole class, or may involve writing/mark making on the child's work.

Peer feedback is also encouraged where appropriate. Feedback should be centred on the success criteria for the learning at the time, however teachers should use their judgement to feedback on other areas related to learning.

This way, teachers should know during the lesson who is mastering the learning objective and who needs more support, and can adapt the lesson as appropriate in real time rather than waiting to mark books after the lesson.

Modes of feedback at Belle Vue Primary School

The following are different modes of feedback used – the frequency of each type will depend upon the age and development of each child.

- **Verbal feedback:** As pupils begin to work on their learning objectives, growth minded language guides and motivates them to ensure they remain persistent, resilient and focused on the process of learning. It is important to give learners feedback about their progress and their results so they can specifically see their growth.
- **Verbal feedback to an individual child:** Teachers and Teaching Assistants should be constantly giving verbal feedback to individuals throughout learning time. This could be very brief or it could be more in-depth. Brief feedback does not need to be recorded – it is evident all the time during teaching. More in-depth individual feedback – for example using Numicon to demonstrate a concept with a child – can be recorded simply using '**VF**' code on a child's piece of work. There is no need to record the details of the feedback given – the evidence is seen from the improvement in the child's work. Sometimes during verbal feedback, the teacher will write a word or phrase to remind the children of the discussion e.g. adverbs. It is not expected for teachers to write 'remember to use more adverbs in your writing'. The word on its own is enough to remind the child/children. In some situations, e.g. maths, the teacher may use their pen to model a calculation or draw a diagram to explain a concept as they talk to the child. It is best to model in a child's book when feeding back one-on-one, rather than on a whiteboard, as this way the child will have a reminder of the feedback to support them.
- **Verbal feedback to a group of children:** Teachers may speak to a whole group – mixed or grouped according to their prior attainment – to give them feedback as a whole. This may include demonstration or modelling a concept. Brief feedback does not need to be recorded, but more focussed time with a group should be demarcated using 'VF' code recorded on work.

- **Verbal feedback to a whole class:** This could include, for example, discussion of solutions to an open-ended maths investigation. There is no need for the teacher to record this on the child's work. It could also include giving the answers to a times table or spelling quiz, this could be peer or self-marked.
- **Written feedback about Children's work: The vast majority of written feedback is not written in children's books.** Feedback on children's work is vital to ensuring that their next steps in learning are known. This allows the teacher to plan the next piece of learning in the sequence and for all pupils to understand what they have done well and what needs to be improved. Our approach is similar for each subject, which reduces the amount of time "marking" but maximises further learning opportunities through feedback. This should be brief and completed in conjunction with verbal feedback. Staff will use green pen to acknowledge what they have done well and purple pen for improvement.

Expectations of written feedback in all subjects

After a lesson, teachers look through the pupils' work for common misconceptions and errors in basic skills. Whilst looking through books, teachers make notes on the key messages to feedback to pupils at the start of the next lesson using the grid below. In the notes section, teachers will record if the pupil has received support during the lesson and what further support/intervention will be put in place to support the pupil's learning. Mark sheets and feedback records help to inform future planning and are a quick way of identifying next steps in pupil progress. Next steps may be specific to a child, small group or whole class. There are specific formats for Maths, English and the other subjects.

1) **Maths:**

Whole class Mark Sheets – this is used to reflect on the learning during a lesson. Children are grouped into: Support required, achieved or Challenge. There is a notes section for those who require additional support in the next lesson.

2) **English:**

Feedback and assessment books – this used to reflect on the learning during a lesson. The book provides a comprehensive assessment of the lesson which allows for clear next steps in their learning. Working alongside this are the marking codes used in KS1 (see appendix) and KS2**:** These are used as follows:
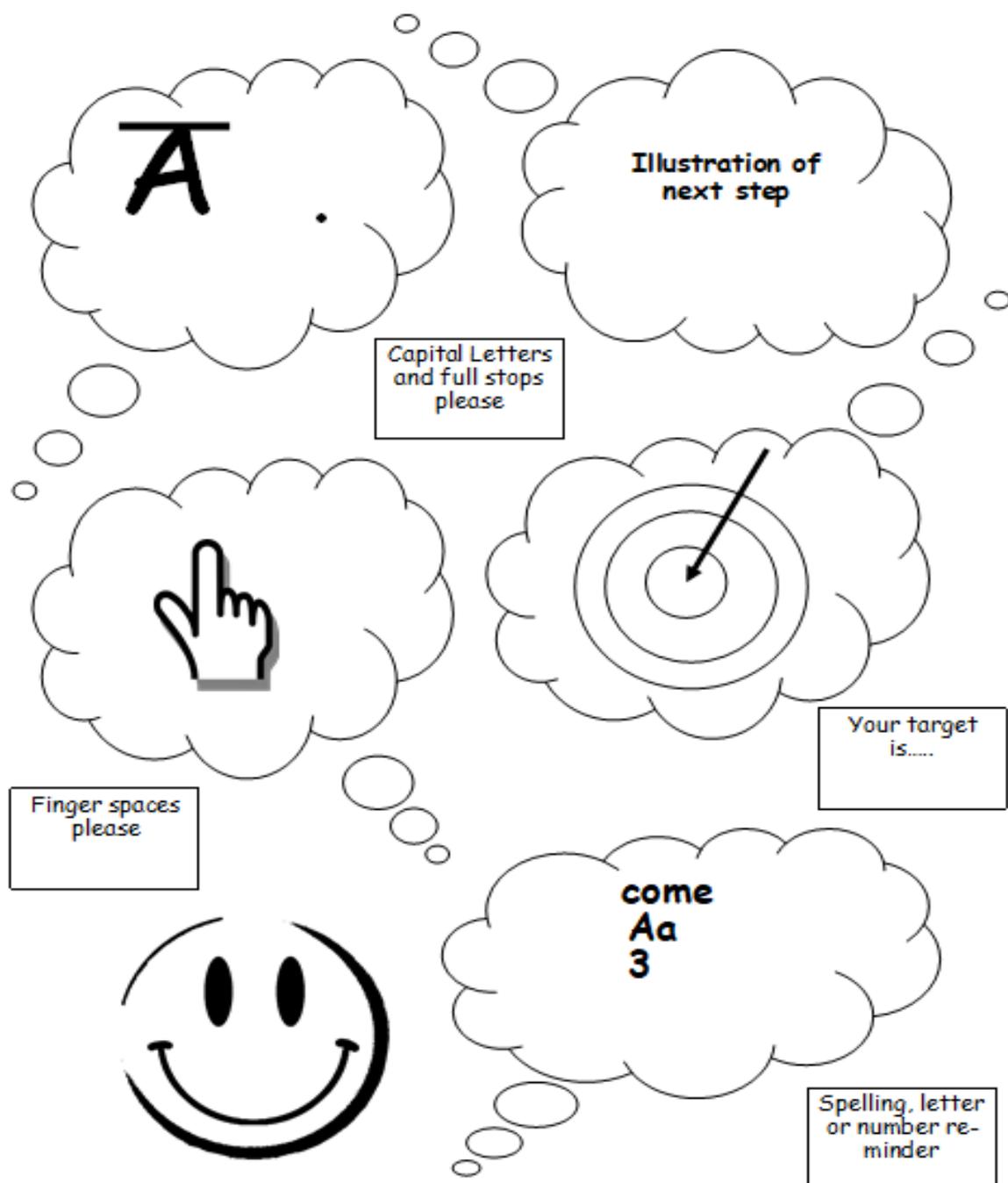
  ➢ E1 for a single error
  ➢ E2 re-do
  ➢ E3 add more
  ➢ SP – spelling error
  ➢ P – punctuation error

3) **All other subjects:**

Whole class Mark Sheets – this is used to reflect on the learning during a lesson and at the end of a sequence of learning. Children are grouped into 3 groups – incomplete, not understood, or secure understanding. At the end of the sequence a further judgement is made on whether they have a deeper understanding.

Teachers can give some indication in the children's books that the children have understood the task or where they haven't – a tick to indicate that something is correct or a . to indicate that something is incorrect or needs checking.

Year 1 and 2 Marking key

A

Capital Letters and full stops please

Illustration of next step

Finger spaces please

Your target is.....

come
Aa
3

Spelling, letter or number re-minder

As the children's reading progresses, the marking may become more appropriate to their reading level. Eg. From symbols to words.