Be the Best You Can,
Guided by God

BOLNEY CEP SCHOOL

<u>Marking Feedback and Response Policy</u>

Reviewed	September 2024
Next Review	September 2026

Our Whole Child Vision:
Each child is unique. We partner with families to nurture the 'whole child' – by understanding their specific emotional, spiritual and learning needs – so children flourish.
Children leave us as fearless lifelong learners, ready to meet the world with self-confidence, curiosity and resilience.

This vision has grown from our belief in the Bible verse:
"Do for other people what you want them to do for you."
Luke 6:31 International Children's Bible

Bolney CE Primary School
Marking, Feedback and Response policy
This policy is closely linked with the Assessment policy

'Providing feedback to pupils through verbal and written feedback is integral to effective teaching. Equally, gathering feedback on how well pupils have learned something, is important in enabling teachers to clear up any misunderstanding and provide the right level of challenge in future lessons.'

Education Endowment Foundation

Aim
To actively involve children in their learning, maximise progress and accelerate their learning.

Effective marking and feedback aims to:

1. Inform the pupil what they have done well and what they need to do to improve.
2. Support pupil confidence and self-esteem in learning, and contributes to accelerated learning.
3. Support teachers' assessment knowledge of each pupil as part of thorough assessment for learning procedures, in order to plan and refine next steps in learning.
4. Develop consistent processes across the school to teach pupils to respond to feedback, self-assess and evaluate their own learning.

Principles

- Feedback and marking should be meaningful; it should advance pupil progress and outcomes.
- Instant verbal feedback should be given where possible.
- Teachers should be clear about what they are trying to achieve and the best way of achieving it. Learning objectives must be clear and focused on the skill/knowledge that is being learnt.
- Feedback should be motivating; pupils should know what they have done well so they continue it.
- Efforts and achievement should be valued, progress celebrated and encouragement given.
- Praise needs to be realistic for the feedback to be more meaningful.
- Guidance on how work can be improved, the next steps in learning and how pupils can take them should be clear.
- Feedback should also promote pupil's self-regulation and independent learning.
- Comment-only marking to be used as this leads to improvements in both learning and attainment. (Black and Wiliam) Comments should be designed to put responsibility back to the pupil for taking their learning forward.
- Pupils should be taught and encouraged to check their own work by understanding the success criteria, presented in an age appropriate way, so that they complete work to the highest standard. Accepting work that pupils have not checked sufficiently and then providing extensive feedback detracts from pupils' responsibility for their own learning, particularly in editing and drafting skills.

- Outcomes from marking and feedback should be incorporated into subsequent planning and teaching.
- Time must be given to pupils to respond to marking and the expectation that a response is given needs to be clear and consistent.
- Marking should be manageable and make a difference.

Types of marking and feedback
Four types of marking and feedback occur during teaching and learning:

i) **Teachers' well considered intervention** to prompt deeper thinking, and swiftly address misconceptions during lessons. This takes the form of verbal feedback and occurs during helicoptering or through effective questioning to clarify or refocus tasks and enquiry, mini plenaries and mid-lesson adjustments. It may also be verbal feedback given during a 1:1 learning conference with a pupil or in on a group basis. For younger pupils this can be noted down to record the feedback and response process.

ii) **'Light' marking of work**, acknowledging and recognising attainment and/or progress, success and/or completion of pupils' work.

iii) **Developmental Marking** in which incisive feedback on attainment and success is given and response from pupils is required to strengthen the teaching and learning process in order to accelerate and deepen learning. This is best done part way through a piece of work so pupils can respond as they complete the work.

iv) **Self-assessment and peer assessment** of the attainment and success of a piece of work.

Teachers will:
- Give verbal feedback wherever possible, incorporated into the relevant lesson as much as possible, through working with groups of pupils and focusing on a specific group of children's work in the plenary. This will be indicated by VF.
- Give descriptive praise wherever possible.
- Work with at least one group during lessons to facilitate verbal feedback and mid-marking.
- Be explicit on planning where support will go.
- Be clear about the learning objective and what is being looked for.
- Mark against the learning objective – therefore this must be focused.
- Address and/or explore misconceptions.
- Pick up errors if apparent.
- Address incomplete work and presentation issues.
- Ask children to self-assess their response to the learning objective using red, yellow, red system.
- Develop self and peer assessment, modelling comments that move learning forward.

- Look at all work to inform the next lesson; this should be acknowledged with a ☺ or a ✓
- Make a comment when it will impact on a child's learning and moves it on (developmental marking). **Not all work needs to be commented on**.
- Write comments that are motivating and/or relate to something that needs doing. Acknowledge effort.
- Complete developmental marking by marking midway through work wherever possible to enable pupils to respond to comments (mid-marking).
- In the Foundation Stage developmental marking maybe exemplified through observational assessment make by adults and then verbal feedback and discussion is recorded in the children's learning journals.
- Consider if next steps need to be providing support, consolidation, extension or challenge.
- Use symbols as much as possible especially for younger children.
- Share marking codes with the class so all pupils and support staff know what they mean.
- Ensure teaching assistants know what to mark or comment on.
- Write comments about a child's learning / understanding to provide a clearer picture when working with a child.
- Respond to a child's self-assessment if the child has a concern.
- Correct spellings focusing on high frequency words that the child should know, specific words linked to the lesson and the spelling patterns learnt so far.
- Add any notes to the work that will support assessment.
- Write a comment and initial reading journals from group reading (teacher and TA) in KS1.
- Use agreed marking codes.
- Model neat, joined handwriting expectations.

Marking codes

Code	Represents
✓ ✓✓	Aspect of work that is good. Aspect of work that is impressive.
freinds Sp	Incorrect spelling is underlined with a wiggly line. Sp in the margin
◯	Incorrect use of punctuation / lower or upper case is circled.
//	Start a new paragraph
⌐	Indicates next steps or follow-on work. To be used to improve work and can be followed through by the child.
Ⓢ	Supported work – adult support given
Ⓘ	Working independently **after** working with an adult
VF	Verbal feedback given – initial if given by adult other than the class teacher
LK - commas	Any adult, other than the class teacher, marking the work needs to initial the marking and give a description of support given.
Adult mark and feedback in green pen. Children feedback in purple pen either with a smile to acknowledge or by making corrections or adding explanations.	