Burton Manor Primary School
Effective Feedback and Quality Marking Policy

Written: November 2018
Review: November 2020

Introduction
It is our intention at Burton Manor Primary School that this policy should serve to ensure effective teaching and learning takes place and that the marking of children's work and the feedback they receive in class, ensures outstanding learning opportunities for all our children.

The aims of this policy are to ensure that Feedback and Marking:
- is consistently effective for improving learning across the school
- is manageable for staff and has a clear purpose
- actively engages children within the learning process
    by:
    - giving children opportunities to become aware of and reflect on their learning needs
    - giving feedback which helps pupils to recognise and act on the next steps in their learning

Principles of marking and constructive feedback
We are following the principles that all marking and feedback should be **meaningful, manageable** and **motivating**. The interaction between pupil and teacher is essential for driving pupil progress but this can often be achieved without extensive written dialogue or written comments.

Effective Feedback and Quality Marking Strategies

General Aspects
- A Learning Challenge (LC) is used for every lesson and shared with the children. This is in the form of a question e.g. Can I..?
- Teachers write in red pen
- LSAs and supply teachers write in black pen
- Children write in green pen (e.g. for peer-marking/self-assessing work etc)
- As part of our commitment to being a Dyslexia Friendly school, the following colours are used when writing on the Interactive Whiteboard (IWB):
    - Date - blue
    - Learning Challenge (LC) - red
    - Background colour on IWB - Pale Yellow

Marking/Feedback of Written Tasks
The following strategies can be used to mark, assess and provide feedback for written work across the curriculum. Teachers choose which method is most appropriate for the age of the children and the nature/significance of the task and where possible, work should be marked with the child.

1. Verbal Feedback
Verbal feedback is one of the most powerful ways of providing feedback for a child and is to be encouraged as often as possible and the most important method of giving feedback. It is given face to face and often at the point of learning, meaning that feedback is instant and provides a dialogue between pupil and teacher. It allows misconceptions to be addressed early and points for improvement to be acted upon immediately. There is no expectation for a detailed commentary of the feedback given to be recorded in the child's work and teachers should use the school's marking codes where appropriate.

2. Marking Codes

Marking codes are an efficient way to highlight specific areas for children to work on. For example, in a piece of written work, double ticks (✓✓) will be used to highlight success against the criteria or the letter 'G' used to show that dialogue about a grammar misconception has taken place.

The following codes will therefore be used to mark work.

✓   L.C. partially understood/achieved
✓✓   L.C. achieved
-       L.C. not achieved
     Finger space

FS   full stop
WS   with support
VF   verbal feedback (for use with more in-depth comments)
CL   capital letter
SP   spelling
G   grammar
P   punctuation
I   independent work

△ (T)   target needs more practise

◯ (T)   target achieved

〰〰   choose a better word

∧   missing word

3. Success Criteria Checklists/Self-marking

==Success Criteria/Stage Grid checklists can be used in all subjects and include boxes for self/peer assessment. These should be differentiated where appropriate. Children can also self-mark where appropriate using their green pen. EYFS & Year 1 use smiley faces to self-assess their learning and Year 2 –6 self-assess against the Learning Challenge using the agreed school codes.==

4. Quality Feedback Comments

Detailed marking may be used for writing tasks that build up to an extended piece of writing (hot task), with an emphasis on personalised comments to drive pupil progress. The emphasis when marking should be on helping children to reflect on their work and to improve through editing and re-drafting.

Useful "Closing the Gap" comments are:

- A reminder prompt – e.g. "What else could you say here?"

- A scaffolded prompt- e.g. "What was the dog's tail doing? Add a sentence in green pen."

- An example prompt – e.g. "Choose one of these or write your own sentence."

==*There is no expectation that final pieces of writing (hot tasks) will have detailed 'next step/target' marking comments as the focus here will be on identifying what children have done well and praising their effort and achievement instead through use of double ticks, stickers, smiley faces, highlighting etc.*==

Assessment for Learning (AfL)/Marking Summary Sheet

Assessment is on-going and teachers will evaluate children's learning both during and after the lesson using the 'Marking Summary Sheet.' (See appendix A - D for personalised marking summary sheets). This will then feed directly into planning the next lesson and is a record of the children's learning.

Acting upon Quality Feedback

After the teacher has given feedback to children, it is important that they then act upon the feedback given and apply it to their learning. Teachers will use the Marking Summary Sheet to ensure opportunity is given for children to address any targets and the agreed codes will be used when the child has achieved their target.

Next Steps/Targets

EYFS – Continuous feedback is given during adult focus activities (next steps)
KS1 – Targets are based on the English Unit Overview (EUO) once children have completed the Read Write Inc (RWI) Program. These will then be marked using the agreed marking codes
KS2 – Targets are ongoing and specific to each pupil. These will be marked using the agreed marking codes

Presentation

- Stars, stamps, stickers, smiley faces may also be used as encouragement.
- We expect all children to present their work to the highest standard. The long date is used for English and other subjects (short date for maths) and then a line is missed before writing the Learning Challenge.
- For KS2 children, they will underline each piece of work before starting a new piece of work
- If a child is Disadvantaged/PP or SEND, a coloured dot/sticker must be put on the front cover of their books as follows - Disadvantaged/PP = Orange and SEND = Purple

Spelling, Punctuation and Grammar

Spelling, punctuation and grammar errors should be addressed and there should be evidence that marking or feedback has moved children's learning forward and the same mistakes are not continually being made. High Frequency Words (HFW) should be made easily accessible to children e.g. in their books, on display or on tables.

- Foundation Stage – At early stages of writing development, spelling mistakes are not corrected and children are always praised and encouraged for attempting to spell the 'tricky' words and for 'having a go' at unknown words. As children progress, the KS1 guidelines are used in adult guided writing groups.
- KS1 children may have high frequency words and words that contain known phonemes corrected. These mistakes are underlined, the correction is given, and children re-write the word
- For KS2, mistakes are identified with sp in the margin and, if appropriate, the misspelt word will be written into their Personal Spelling sheet in the front of their books. Children then look this word up and correct it in green pen.
- Spelling mistakes for subject specific or technical vocabulary will be identified and corrected.
- For children with SEND, the most appropriate strategy from the above list will be chosen, according to their specific need.   For example, children with Dyslexia or Dyslexic tendencies will benefit from the word being written correctly on a new line at the bottom of the page, where they also have room to write the correction next to it.

Marking Work of Children with SEND: Dyslexia Friendly Strategies

The aims of Dyslexia friendly feedback and marking strategies are to ensure that all children are assessed on the basis of their knowledge, rather than on the quality of their written work.

- As with all children, marking should identify both successes and areas for improvement. Small steps in improvement should be celebrated.

- There should be an emphasis on verbal feedback or a shared learning dialogue between the teacher/teaching assistant and the child.

Monitoring
Marking and Feedback will be monitored by the Senior Leadership Team and will form part of our monitoring cycle.

Success Criteria
The success of our effective feedback and marking policy will be judged in relation to the following criteria:

Teacher standard:
> Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond

Ofsted: Outstanding (Teaching)
> Teachers provide pupils with incisive feedback, in line with the school's assessment policy, about what pupils can do to improve their knowledge, understanding and skills. The pupils use this feedback effectively.
> Pupils are eager to know how to improve their learning. They capitalise on opportunities to use feedback, written or oral, to improve

Ofsted: Outstanding (Outcomes for Pupils)
> Pupils are typically able to articulate their knowledge and understanding clearly in an age-appropriate way. They hold thoughtful conversations about them (knowledge and understanding) with each other and adults.

Review and Evaluation of the Policy
The policy will be reviewed in line with the governors' policy review schedule or to reflect any curriculum/practice changes that take place within school or externally.

Appendix A – EYFS Marking Summary Sheet

EYFS Marking Summary Sheet (English)

Name	Note

Work to praise (Share good examples)	SPaG or letter formation errors to target (e.g. homophones/use of was and were)
Misconception(s) to address	**How will this be addressed? (Modelled example, time for reflection etc)**
Children to work with next lesson	**Targets for Improvement (e.g. feed forward targets or group targets)**
General notes/comments	

Appendix B – KS1 Marking Summary Sheet

KS1 Marking Summary Sheet (English)

	Name	Notes

Work to praise (Share good examples)	SPaG or letter formation errors to target (e.g. homophones/use of was and were)
Misconception(s) to address	**Children to work with next lesson**
General notes/comments	

Appendix C – Year 3&4 Marking Summary Sheet

Year 3&4 Marking Summary Sheet (English & Guided Reading)

	Name	Notes

Work to praise (Share good examples)	SPaG or letter formation errors to target (e.g. homophones/use of was and were)
Misconception(s) to address	**Guided Reading**
Children to work with next lesson	
General notes/comments	

Appendix D – Year 5&6 Marking Summary Sheet

Year 5&6 Marking Summary Sheet (English & Guided Reading)

	Name	Notes

Work to praise (Share good examples)	Guided Reading

Misconception(s) to address (including spellings)

General notes/comments