

Boundary Primary School



Feedback and Marking Policy

Review period: 2 yearly (or as appropriate)
Date policy last reviewed: April 2022
Person Responsible for Policy: Headteacher

At Boundary Primary School we recognise the importance of feedback as an integral part of the teaching and learning cycle, and aim to maximise the effectiveness of its use in practice. We are mindful also of the research surrounding effective feedback and the workload implications.

Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation and other expert organisations.

Key Principles

At Boundary we:

- Lay the foundations for effective feedback
 - Deliver high quality instruction
 - Use formative assessment strategies
 - Set clear learning intentions
- Deliver appropriately timed feedback that focuses on moving the learning forward
 - Teachers judge when feedback is needed considering the characteristics of the task set, the individual pupil and the collective understanding of the class.
- Plan for how pupils will receive and use the feedback
 - Strategies are implemented that encourage pupils to welcome feedback and teachers monitor whether pupils are using it
 - Appropriate opportunities are provided for pupils to use feedback.

Within these principles, our aim is to make use of the good practice approaches outlined by the EEF to ensure that pupils are provided with timely and purposeful feedback that furthers their learning, and that teachers are able to gather feedback and assessments that enable to adjust their teaching both within and across a sequence of lessons.

At Boundary:

- All work is to be acknowledged by a teacher or a teaching assistant on the Learning Outcome and Success Criteria Grid
- The following marking codes are used throughout Y1-Y6 (appendix one):

O= objective achieved

I = independent

S = Support

V = verbal feedback - If verbal feedback instead of written feedback is given, then it should be coded '**V**'. Verbal feedback and the feedforward process are part of normal classroom practice.

SA = self-assessment - Children self-assess and improve their own work with reference to the success criteria. Children need to be trained in how to peer and self-assess meaningfully, in order that time spent in lessons, on this, is beneficial to the learning.

PA = peer assessment (swap books)

CI = collaborative improvement - both children read and discuss one of their pieces together (not swapping books). The child whose work it is has control of the pen and ultimate say. Together they decide on the best examples, reasons are given and underlined. Together, they should talk and agree about improvements, which are made, there and then.

SP = spelling mistake on this line

P = punctuation mistake on this line

G = grammatical mistake on this line

CL = capital letter mistake on this line

VO = vocabulary mistake on this line

T = word tense mistake on this line

Additionally, work marked by supply teachers is denoted with ST.

Challenge Stamp: these are used when children have completed their work and are ready to move their learning forward or deeper.

Traffic lights: self and teacher assessment tool. KS2 Pupils and staff reflect on the learning throughout and at the end of the lesson.

Posters showing the marking key are displayed in every classroom and pupils are able explain the codes (Appendix One)

- Feedback - verbal or written:
 - ✓ is appropriately timed depending on the task, the individual or the class as a whole
 - ✓ will focus on the task, subject and self-regulation
 - ✓ will highlight the success and improvement against the Success Criteria and Learning Objective
 - ✓ is specific, accurate and clear
 - ✓ causes thinking and leads to improvements. It's for the PUPIL.
 - ✓ rewards and recognises effort, perseverance and progress
 - ✓ focuses on what is right as well as what needs improving
 - ✓ identifies individuals and groups of children that need specific help and lesson plans are adjusted to address this
 - ✓ informs future planning
 - ✓ is accessible to all pupils, including with SEN and EAL
 - ✓ is understood and acted upon in planned time
- **Pink pen** = positive against the success criteria. **Green pen** = incorrect/areas for improvement/next steps. No other coloured pens are used for feedback
- **Purple polishing pen** – pupils (Y2+) use a purple pen to improve or correct their work
- Self, peer and teacher feedback is a regular and consistent throughout the school and is adapted to meet the needs of the children in each year group
- Planned improvement time is given to allow pupils to act upon it - appropriate feedback time is planned into the weekly timetables and lessons
- Teachers distinguish the difference between a mistake and a misconception. A mistake is something the pupil can normally do; mistakes should be marked as incorrect, but the correction is not provided. Pupils are given time to think about their mistakes and recall their existing knowledge as they will be less likely to repeat the mistake. A misconception is different. The pupil does not have this knowledge to fix the mistake – they don't know what they have done wrong. Teaching will then be adjusted
- Teachers allow pupils time to identify for themselves where and how they need to improve. Expectations of presentation are consistently high across the school - substandard work is not accepted.
- Expectations are that **quality** feedback (written or verbal), including challenge setting, is a regular and a consistent feature of a pupils' work in all subjects. However, staff ensure their effort goes into the **quality** of the feedback, not the quantity
- Staff model the process to enable pupils to self and peer assess
- Spelling mistakes are acknowledged in accordance with pupil ability. Up to three words will be highlighted to correct. Pupils are encouraged to find the correct spelling and use a strategy to remember it
- Staff create environment where there is mutual respect, and learners seek feedback for themselves - there is a continuous quest to improve
- The majority of the feedback is verbal during the lesson
- Live marking, where appropriate is used during the lesson to give pupils immediate feedback
- Conferencing time is planned into lessons, where the teacher feels is most beneficial

Self/Peer/Collaborative Assessment

- Pupils and staff reflect on the learning through the traffic light stamp
- A variety of scaffolds are used (at teacher's discretion) to encourage assessment and improvement of work
- Peer, self and collaborative assessment and feedback/ feedforward take place as part of normal classroom practice
- Teachers plan assessment sessions into lessons to allow the assessment process to take place. A quality over quantity approach is employed.
- Collaborative assessment (not to be confused with collaborative improvement) takes place when pupils work together to **assess** a piece of work (no editing takes place). Some teachers may allow pupils to use pink and green pencil crayons or highlighters. Any improvements made after this process, are to be made by the individual pupil
- Teachers complete Learning Objective and Success Criteria tables, which are stuck in the child's book. They are referred to throughout the lesson and the traffic light is completed at the end of the session
- Throughout school, success criteria are used as a scaffold to enable children to self and peer assess.

Feedback Comments (verbal and written):

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?”

- ‘Positive Non- Specific’ comments are not used within our feedback
- However, teachers aim for ‘Positive Developmental’ comments and questions. (See Appendix Two for examples)
- Teachers and TAs mainly feedback in the presence of the pupil
- Pupils are coached to routinely make corrections/improvements where green is used to highlight work.

Key Stage 1 and EYFS

In EYFS and Year 1, simple and straightforward verbal feedback, along with codes, are used to easily communicate next step advice to pupils. EYFS use the codes **I, S, V and CI** (child initiated).

Positive non-specific and development comments may be included dependent upon the pupil’s ability and at the teacher’s discretion.

Peer assessment will begin with verbal discussions and as the pupil’s understanding of the process develops. This will move on to using a simple success criteria sheet with adult support.

By Year 2, it is expected that most pupils will be able to move onto the whole school marking method. This will be initiated at the teacher’s discretion.

Consistency Across the School

Marking and feedback is adapted to suit the needs of the individual pupil to ensure they make progress. The EYFS and Year 1 approach may be used with pupils further up the school where appropriate. However, the expectation is that feedback (verbal or written) is of a high standard, which motivates, builds resilience and improves/deepens the learning.

Expectations

Teachers’ and Teaching Assistants’ handwriting is in line with the school’s handwriting policy.

Teaching Assistants working with groups or individuals are expected to mark the work in line with this guidance and feed the outcomes back to the teacher.

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 is given for pupils to read, understand and be aware of their written feedback. They are given the opportunity to review and amend the work as appropriate.

Supply/ Trainee Teachers

Supply teachers will refer to the marking code on display in classrooms and liaise with year group colleagues. Student mentors will provide support and training for trainee teachers. Both parties must adhere to this policy.

Monitoring and Reviewing

Regular monitoring by Phase Leaders, Subject Leaders and SLT includes: sampling pupil's work, scrutinising planning, observing lessons and interviewing pupils. This is to ensure the policy is being implemented in the classroom and the pupils make progress.

Appendix

ONE

MARKING KEY



	Work needs revisiting
	Excellent/correct work
	Children's improvements/corrections
O	Learning Objective Achieved
I	Independent Work
S	Supported work
V	Work Discussed with Child
CI	Collaboratively Improved
SA	Self-assessment
PA	Peer-assessment
Sp	Spelling mistake on this line
P	Punctuation mistake on this line
G	Grammatical mistake on this line
CL	Capital letter mistake on this line
VO	Vocabulary mistake on this line
T	Word tense mistake on this line
	Challenge Stamp
	Traffic Light Stamp (self-assessment)

Appendix

TWO

<u>Example Developmental Comments (Verbal and Written)</u>
Are you sitting in the correct position for writing ?
Are you holding your pencil in the correct hand ?
Are you holding your pencil with the correct grip ?
Where on the line do you start your writing?
Can you use your phonics to try to spell a word?
Can you sit your writing on the line ?
Can you remember where to use finger spaces ?
Where do you need to use capital letters ?
Does your sentence make sense?
Is there a better choice of word you could choose here?
How could this sentence be improved?
Rewrite this sentence, adding a/an (adjective, verb, conjunction)
If I remove this full stop , which word would you use to join the two sentences together?
'The volcano exploded like ...' Finish this sentence.
Write me 3 adverbs that could be used to start this sentence: '_____ the boy climbed up the old oak tree.'
What do you need at the beginning of a sentence?
Can you add an adjective to this sentence?
Letter formation: can you trace over my letter then write me three more?
(Highlighted word) Can you use our classroom resources, or ask a friend, to find the correct digraph for this word?
(Highlighted word) Can you use our classroom resources, or ask a friend, to find out how you spell this sight word?
Can you tell me a word that is a conjunction ?
Can you add a pink dot where your finger spaces should be?
Can you use a conjunction to make these two sentences into one?
What punctuation do you need to use when writing a list?
Please highlight the compound sentence in your work. Why is it a compound sentence ?
Add adjectives to this sentence to make it more descriptive?
Change this noun into an extended noun phrase .
Can you start this sentence in a different way?
How do you think this character will feel?
What will happen next?
Could you open this sentence with a verb ? What effect does that change have?
Could you open this sentence with an emotion word ? What effect does that change have?
Could you open this sentence with an adjective ?
Could you open this sentence with a fronted adverbial to show when it happened?
Could you open this sentence with a subordinate conjunction ?
Punctuate the example of speech below properly please.
Choose a conjunction which correctly completes the sentence below.
Can you insert a comma in the right place in this sentence?
Create a sentence showing how a comma can change the meaning of a sentence.
Explain why the sentence below uses an exclamation mark .
Which word class is – a noun, determiner, adverb, adjective ?
At the start of this story some of the punctuation is missing . Insert the correct punctuation in the spaces.
Complete this sentence with the correct
Re-write the simple sentence with a more powerful verb. Why is it a simple sentence ?
Read this out loud to a friend. What improvements can you make?
Is this sentence a command, statement, exclamation or question ? How do you know?
Circle the determiner used in this sentence.