

Boarshaw Primary School



Feedback and Marking Policy September 2018

Reviewed on:	1 st September 2018
Next review:	1 st September 2019
Staff Responsibility:	Sadia Riaz
Linked policies:	Assessment, Teaching and Learning, Subject Policies
Singed by chair:	L. Rowbotham
Date:	September 2018

Feedback and Marking Policy

Introduction

'Most marking has very little impact on children's progress.' (Shirley Clarke, Active Learning through Formative Assessment)

Marking at the end of a lesson or a piece of work will not be effective enough in moving our children's learning on. At Boarshaw Primary we recognise that children need guidance throughout a lesson in how to improve their learning. We have used research and guidance from various sources including Ofsted to design a new feedback policy that removed the need for detailed written comments in books and implement a more effective system of giving individual and whole class feedback.

General Aims and Purpose

Our aim is to enable active learning to take place by:

- Creating a classroom culture where all involved see ability as incremental rather than fixed
- Clarifying learning objectives and establishing pupil generated/pupil owned success criteria
- Enabling and planning effective classroom talk and worthwhile questioning
- Involving pupils in analysis and discussion about what excellence consists of not just meeting success criteria
- Enabling pupils to be effective self and peer evaluators
- Establishing continual opportunities for timely review and feedback from teachers and pupil, focussing on recognition of success and improvement needs, and provision of time to act on that feedback.

Key principles of effective marking

Feedback and marking will be divided into two sections during and after the lesson. Teachers will only use blue pen to mark and give feedback with.

During the lesson: oral feedback will be provided on an ongoing basis as this is a key part of the lesson. Pupils will be encouraged to mark their own work and self-assess their own work using green pen. Pupils will be encouraged to peer-mark and peer-assess work using pink pen. Corrections can address and correct misconceptions using purple pen during the lesson.

After the lesson: whole class marking to take place and comments recorded using the school's format. Feedback will be given as appropriate to pupils whether individual or whole-class depending on the outcome of the marking. Pupils will be expected to respond to feedback through the use of purple pen.

How effective feedback and marking looks

During the lesson teachers should be making notes in their feedback and marking books. Children should be completing their work as normal, making corrections and amendments as they go along.

The books are handed in at the end of the lesson and the teacher then analyses each child's work. Each piece of work is ticked to acknowledge that the work has been checked. A sticker, stamp or simple word indicating praise such as 'good', 'excellent' or 'fantastic' should be used. This will act as a positive reinforcement to help motivate pupils and show that teachers are still looking at work on a daily basis.

During the book analysis, the teacher makes notes in their feedback book. Common errors and misconceptions which are identified can then be addressed through a 'Feedback Session' using purple pen to correct or improve their work. This should include spellings relevant to that year group. This approach ensures that feedback is timely and actionable. Feedback can be given depending on the outcome of the feedback. It can be individually or in a whole-class session.

This book checking process should take no more than 15 minutes for a set of 30 books and where possible, children will have already marked their own work in the lesson to speed up this analysis (particularly in subjects like mathematics). The time saved using this approach can then be used more effectively to plan a feedback session and adapt the next lesson in light of the feedback.

Teachers should not be making lengthy comments or asking questions in books. Feedback is now verbal and is to be addressed by pupils with a comment in their books. Common exception words, relevant vocabulary and words which pupils should be familiar with will be circled by the teacher. In KS1 pupils should have the correct spelling written at the bottom which they must copy 5 times. In KS2 pupils must find the correct spelling in the dictionary.

What a 'Feedback Session' looks like –

As mentioned the feedback given should be before the next session begins. Therefore this can happen at any time and can be on an individual or at a class level. It depends on the outcomes of the feedback. If the majority of pupils met the objective then individual feedback is recommended for those who did not.

When giving whole class feedback teachers use the feedback sheet from their previous lesson (this should take approximately 5-10 minutes in a typical lesson although can be significantly longer if many children had significant misconceptions). The feedback session may have three 'layers' – individual feedback, group feedback and whole class feedback. A typical feedback session would have some of the following features...

1. Share feedback with individuals (teacher or TA)
2. Share feedback with groups (teacher or TA)
3. Share feedback with the whole class
4. Share good work (which has been starred) picking out the key features perhaps using the visualiser.

5. Common basic errors may be shared and retaught – e.g. a teacher may write a sentence/calculation containing the common mistake rather than using actual children’s work and ask children to identify the mistake and correct it. Teachers may reteach any words that were spelled incorrectly by groups of children.
6. Common misconceptions from previous lesson are shared and re-taught. Children may practise the skill on whiteboards etc.
7. Children may then respond to the feedback given. Any response to feedback (e.g. to check their work for errors or improve it in some other way) is done in purple pen. Where possible feedback focuses on improving children’s knowledge and understanding not just improving their previous piece of work.

Feedback from misconceptions should form part of an intervention that afternoon or the day after with pupils identified being targeted.

Monitoring

Marking / Feedback will be monitored **regularly** by the Senior Leadership Team (SLT) and will form part of the annual monitoring cycle on Formative Assessment and assessment for Learning.

Review and Evaluation of the policy

The policy will be reviewed **annually**, to ensure it is kept in line with any curriculum changes that take place within school or externally.

**Written by Sadia Riaz, English, Phonics and Computing Lead.
September 2018**