



Bevendean Primary School

Marking & Feedback Policy

This policy was reviewed in **July 2019**

This Policy is next due for review in **July 2020**

Rational:

At Bevendean Primary School, we believe that providing feedback to children about their work is an integral part of the assessment process, and enables everyone involved in the learning process to recognise and identify the next steps in learning. This then enables teachers to plan appropriately for each child's needs ensuring expected levels of progress and raising levels of achievement.

Aims:

- To value and celebrate children's work.
- To enable children to recognise their success and give every learner the confidence that they can succeed.
- To support children in becoming partners in the assessment process through peer and self-assessment.
- To ensure feedback is focused on the learning intention of the task or activity and specific feedback must be provided on what has been successful against the success criteria / toolkits.
- To ensure that specific feedback is provided to pupils on how to improve.
- To pre-teach pupils (where possible) who would benefit from additional input so that they can meet the learning objective and make progress.
- Ensure that adults in class intervene as needed so that misconceptions are addressed and gaps in learning are filled.

This policy should be read in conjunction with the **Teaching and Learning Policy** and **Assessment and Recording Policy**.

Guidelines:

1. Learning Intentions:

1.1 Every piece of English and Mathematics work will have the learning intention ('Can I ...' statement) and date stated at the beginning of a piece of work.

1.2 The learning Intention will be written as ... 'Can I ...' followed by what the children are learning to do.

1.3 The date will be written as the short date (one digit in each box for Maths).

1.4 The Learning Intention should not be over complex or too long.

2. Feedback and Live Marking

2.1 We believe that feedback to children during the lesson on what they have succeeded with and how they can improve is essential in securing greater levels of achievement. This feedback needs to be immediate and all marking should be completed during lesson time. This is known as 'Live Marking,' and should be undertaken by all adults in the classroom.

2.2 Live Marking will be completed in either 'pink' - to indicate something that they have done well, or 'green' to indicate an area of development.

2.3 Children will respond to the live marking there and then. Pupils are not expected to respond to any marking the following day.

2.4 Children should correct, edit or improve their work at the moment that the misconception / issue is identified. It is NOT expected that children should change pen colour / pencil to complete this action.

2.5 All pupil outcomes will be annotated with the level of support provided during the lesson e.g.

I	CT	TA	OA	1:1
(Independent)	(Class Teacher)	(Teaching Assistant)	(Other Adult)	1 to 1 support

2.6 If a teacher has spent time with a pupil and discussed with them on how they should move forward next time, the teacher should write VF to indicate that Verbal Feedback has been given with a brief indication as to the nature of the feedback.

2.7 Pupil conferencing is also an effective tool for the teacher to discuss the pupils work with them whilst giving suggestions / modelling how improvements could be made.

3. Self & Peer-Assessment

3.1 Where possible, children should be involved in assessing and reviewing their own work. Children should be supported in peer and self-assessment (See Appendix A) to develop their understanding of what they are learning.

3.2 Where Self or Peer Assessment has taken place, the teacher needs to acknowledge that they have seen / checked the work (with a pink tick).

3.3 Children will self or peer assess their work in black pen.

4. English

4.1 All Live Marking by adults to be done in pink and green pen. KS1 can use purple to record notes on what the child has said. This applies to SPAG, phonics, handwriting and the main part of the lesson.


4.2 Written work is live marked for technical accuracy and the codes should be written in the margin in green pen. Spelling errors should also have the mis-spelt word underlined as well as an *sp* in the margin. Reception (when they are ready for it) and Year 1 should indicate above the error as opposed to in the margin. These should be checked once the child has responded. If the correction is correct, then a small pink tick next to it should be given. If it is incorrect, then the correct spelling, piece of punctuation should be added in by the adult.

4.3 A selection of words, phrases, sentences or sections can be underlined in pink during live marking to indicate that this has been done well (with a verbal comment to the child why it has been underlined). These should be linked to the Assessment Criteria, Can I statement, Writing Expectations or Features of the Genre.

4.4 Pupil's plans / labelled diagrams should be ticked to show that they have been checked, however additional live marking may be added if more is needed e.g. technical accuracy or a misunderstanding which need to be addressed.

4.5 At the end of the day, common spellings (high frequency words or words that you would expect your pupils to know) will be made a note of and these will be addressed as a whole class the following day. The most common of these words will go onto a flip and corrected as a class. These should then be added to a permanent display for reference throughout the year.

Writing Marking Code (to be used during live marking only):

• full stop	cp capital letter	"" speech marks
gr to indicate a grammar error e.g. tense but will depend on Year and level of pupil		, () ? ! ' or other punctuation (in the margin)
 Finger spaces	//np new paragraph	^ word / phrase omission
Sp (in the margin and the misspelt word underlined)	or	<u>Underline</u> misspelt word if this is needed depending on child's level

5. Maths

5.1 All pieces of Maths work will be live marked using 'pink' and green' pens.

5.2 If the child's incorrect answers are identified during the lesson, these should be underlined in green (crosses should not be used) and pupils should make corrections there and then. There may also be a need for the adult to give a correct example in green pen to demonstrate to the pupil what is expected.

5.3 Correct answers identified during live marking are ticked in pink.

5.4 If all / most answers are identified to be correct during live marking, then one or two challenge questions should added to move the pupil on (develop mastery).

5.5 There is no requirement that a pink comment is given.

5.6 When pupils have corrected or amended questions, these should be checked by the teacher in the same way as all other work. However, if the answer is still incorrect, an intervention will need to be given.

5.7 Either during live marking or after the lesson, at least half of all completed Maths questions must be marked in order to make a judgement about whether the child has understood and met the Learning Intention.

6. Assessment

6.1 A Maths and an English assessment sheet need to be completed by the end of the day.

6.2 Assessment sheets should be a record of who has not understood or made progress and therefore will need an intervention (see section7).

6.3 Assessment sheets also are a record of any basic skills errors, presentation issues or adaptations needed for the next day's teaching.

6.4 There is also a box on the assessment sheet to record pupils who should be celebrated (and why).

6.5 These celebrations could take the form of:

- Outstanding / improved vocabulary or sentences could be typed onto the flip.
- Photographs of exceptional work could be added to your flip.
- You could highlight a sentence or section in the book for one or two children to read out / share.
- You may have a WAGOLL wall (What A Good One Looks Like) where good examples are photocopied and put up.
- Work could be photocopied and sent home.
- Best practice would be to use a range of methods to celebrate pupils' achievements, however it is vital that all children feel that their efforts and work is valued by us in the absence of pink ticks.

6.6 Pupil Premium children must be highlighted in yellow when they appear on the assessment sheets.

7. Intervention / Pre-Teaching

7.1 Based on live marking during the lesson and / or teacher assessments at the end of the day, interventions will need to take place to address misconceptions and close gaps in both Maths and English.

7.2 Interventions could be run during assemblies, Maths and English Key Skills and at any other times where suitable.

7.3 Interventions can be run by the class teacher, HLTA, TA or INA, however they should be planned by the class teacher.

7.4 There should be times when the most able pupils receive interventions to move them onto greater depth (ideally once a week).

7.5 Opportunities for pre-teaching should be looked so that children who may otherwise need an intervention can be given support for the learning they are about to engage with. This may hopefully remove the need for an intervention.

8. Marking and Feedback in the EYFS

8.1 Adult comments should accompany work to indicate the level of support

8.2 All work should contain the short date, Can I statement and any codes of support.

8.3 All adult supported work is marked with comments linked to the Can I statement (pink pen for strengths and green for improvements).

8.4 Assessment sheets are completed at least 4 times a week based on pupils' independent work.

8.5 Worked is scribed in purple pen to reflect what the children have said.

8.6 There is evidence of live marking and consequently, challenges should be given and action taken where needed.

8.7 Pupil's next steps should be updated as needed.

8.8 There should be a minimum of one entry per week per child on Tapestry. These should include evidence of child initiated learning, hands on learning and different areas of the curriculum. Comments should also be included to reflect child's learning.

9. Progress

9.1 School leaders will be looking to see that appropriate live marking and feedback is moving children on in their learning across the school; if it isn't, then the school's systems and processes will be reviewed.

9.2 Through the monitoring of flips, books and plans, school leaders will be looking to see that children's work is celebrated, misconceptions / gaps in learning are addressed, interventions and pre-teaching are taking place and that they make progress.

10. Monitoring

10.1 The monitoring of this policy is through the following:

- ⇒ Lesson observations
- ⇒ Drop ins
- ⇒ Learning walks
- ⇒ Teaching and learning scrutiny (books, plans, assessment sheets, flips)
- ⇒ Classroom environment checks

10.2 The monitoring of this policy is conducted by SLT and where possible with the class teacher present as part of the process.

10.3 The overall (anonymised) results of this monitoring are shared with governors.

10.4 This monitoring is part of class teacher's performance management.

APPENDIX A

Self and Peer Assessment

The following are a list of how self and peer assessment could be implemented in classrooms. They may not all be relevant for all year groups or specific groups of children; use your judgement on which ones would work best for your pupils.

Peer / Self Assessing for technical accuracy (spelling, punctuation, sentences making sense).

Pupils underline any words that they think might be spelt incorrectly. They could then go back and have another try using phonics / dictionaries / classroom support & prompts. If peer assessing, the 'partner' could correct it if they know how to spell it or they could try to work it out together.

Underline all of the full stops in the writing and then check to see if a capital letter follows it.

Read sentence by sentence (from each underlined point). Is it one sentence? Is it too long? Does it need further punctuation?

Place your fingers at the start and end of each sentence and read it aloud. Does it make sense? Are there any missing words? Add a ^ to indicate a missing word.

Give children a homophones checklist (there their they're to too two). Underline each of these words that have been used and then reflect if they have used the correct one.

Self, peer or teacher to go through their work and underline all of the names of people and places. Do all of these have a capital letter?

Give pupil list of commonly mis-spelt words and get the children to see if they have used any of these and to check the spelling of them.

- These can be done informally as and when it is needed.
- Pupils should not need too much 'training' on these.
- Teacher or TA could work with a group on these initially so that children get the idea.

Peer / Self Assessing for uplevelling / improving writing (e.g. adding additional information, higher level vocabulary, including elements of new curriculum)

Underline 3 nouns and add an adjective or expanded noun phrase for each one.

Underline 3 verbs, can adverbs or adverbial phrases be added.

Underline all the 'said' words and give the children a list of better examples (or a thesaurus) to improve their word choices / vocabulary.

Same could be done for all the verbs - could more powerful verbs be added?

Find 3 places at the start of sentences where a subordinate clause could be added (or a time, listing or location connective).

Give a Year specific element e.g. Year 1/2: add a simile Year 3/4: add a superlative to describe a character
Year 5/6: Describe the character's reaction

Underline the 1st word of every sentence. Is there variation? Could they be improved? Have a list of sentence starters (pronouns, connectives, verbs, adverbs etc.).

Underline 2 conjunctions and see if these could be replaced by a semi-colon. Does the sentence still flow / make sense?

Peer / Self Assessing for a whole range of improvements

Create a Self / Peer Assessment Checklist where children have a range of elements that should be in their writing that they can assess against. E.g.

Have you used:	Tick	Example
A description of the setting		
A description of the main character		
Relative clauses (that, which, who)– to add info		
Concise speech		
Questions to hook the reader in		
Varied sentence types		
Sophisticated punctuation (,;:)		
Expanded noun phrases		

- You may wish to give the children green and pink pens / pencils for this.
- They will need 'training' in this and a whole lesson may need to be given over to it in the beginning.
- This could be done in the long write at the end of a phase or in any of the short burst writes.
- Or once in the short burst task and once in the innovate phase.