

Boringdon Primary School Feedback Policy

September 2023 (to be revised in September 2024)

This policy is to be read in conjunction with all other relevant policies.

Marking is a form of assessment which should inform both teacher and pupil. It demonstrates that as teachers we are interested in and value pupils' effort. It enables us to praise and confirm achievement and to identify areas to improve. It enables an evaluation of the content or skills learnt and informs future planning. Marking is a highly effective learning tool for pupils. It allows them to reflect on their understanding and dialogue with the teacher, whether verbal or written, about their learning.

Aims

To provide consistency and continuity in marking throughout the school.

To provide positive reinforcement of the teaching and learning process.

Implementing the Marking Policy

- Comments should focus on only one or two key areas for improvement at any one time.
- Teachers should aim to promote children's self-assessment by linking marking and feedback into a wider process of engaging the child in his or her own learning. This includes sharing the learning objectives and the key expectations for the learning right from the outset.
- Marking and feedback should involve the child directly. The younger the child, the more important it is that the feedback is oral and immediate.
- Verbal feedback is indicated by a VF
- Marking should always be carried out promptly, and will normally be completed before the next lesson in that area of learning.
- The 'nuts and bolts' of writing need to be picked up and remediated
- Marking is placed into four types:
 - ☐ Feedback on the task or product
 - ☐ Feedback on the process used to create the product, or application of skills and knowledge - how students are using their new knowledge.
 - ☐ Feedback on self-regulation - the way the students planned, evaluated their work and how they took control of their learning.
 - ☐ Feedback at a personal level - this is the least effective type of marking comment.

What do we expect from children?

- Read and respond to the comments made by adults in their books.
- Take pride and care in the presentation of their books reflecting the high standard that is expected.
- Never use graffiti, doodle or scribble on or in books.
- Underline titles using a ruler and never leave unnecessary gaps.
- Take time to correct and finish off work where appropriate.
- Cross out mistakes using a pencil.
- Use quality-writing equipment appropriate to the year group.
- Use a pencil for drawings or diagrams.
- Pupils should be expected to record the target and date at the beginning of each piece of recorded learning. Younger and less able pupils will be supported to establish these routines.

How do we ensure that children will respond to marking?

For marking to have an impact on attainment the comments made by the class teacher need to lead children to further develop their understanding of what has been learned and the next steps needed to improve. In some cases the marking will further explore a pupil's understanding of what they have completed. As part of the daily classroom routine it is essential that at the start of each session, children read the teacher's comment from the lesson before and respond to it either by writing out the marking code or by

initialling the teacher's tick/comment. Marking can include questions that encourage a response. These should be related to the success criteria / steps to success of the lesson and, as far as possible, personalised to the pupil.

Peer Assessment / Self Assessment




Children should be involved as far as possible in the analysis and constructive criticism of their own work. We should encourage children to use self-evaluation continually, so that reflection, pride in success, modification and improvement become a natural part of the process of learning. Self-assessment should be marked next to the target by the children with a simple happy/straight/unhappy face.

Marking colours

All staff mark in green and the children correct and edit in purple. (Purple polishing pens)

Marking symbols and guidelines:

EYFS	In EYFS adults should systematically date and annotate descriptions or quotes related to specific areas of learning to enable a comprehensive profile of pupil work to be compiled. It is appropriate for pupils to comment on these aspects of what they have done well, a problem they have overcome and what they need to improve to develop learning further verbally and for this to be recorded in books and journals.
Date	KS1: Short date KS2: English: Long date Maths: Short date (and date in Roman numerals when appropriate) All other areas of learning: short date
Target	T: KS1: Either written, printed on worksheet or printed and stuck above work. KS2: Written at the top or bottom of work. Children should self-assess the target once their work is completed
Punctuation	KS1: Corrected in text Yrs 3/4/5/6: Marking code in margin for children to find mistake and correct
Spellings	SP written in the margin KS1: common exception words, high frequency words and words provided for task underlined and correct spelling shown. Children copy out corrections 3 times. Yrs 3/4: common exception words, high frequency words and words provided for task underlined and correct spelling shown. Children copy out corrections 3 times (generally a maximum of 3 per child). Yrs 5/6: words underlined and where appropriate the correct spelling is shown. Children write correct spelling x 3. There may be times when a child is required to write out a spelling x 10, this might be a focussed word or a word repeatedly spelled incorrectly
Next steps	→
Next step codes for KS2	Children need to respond to marking codes by correcting their work When the same marking code is being used several times in the margin of a piece of work, write the code at the foot of the work too. Expect the children to make corrections within their work and write out the code at the end of the work.

	<p>→ 1,2,3:</p> <p>Yrs 3/4: copy next step out below work</p> <p>Yr 5/6: correct in work using purple revising pen and copy next step out below work</p>
Visual next step codes for KS1	<p>→ .</p> <p>→ A (or relevant capital letter that needs correcting)</p> <p>→ </p> <p>→ a (or relevant lowercase letter that needs correcting)</p>
Supported, paired, group work	S, Pa, G: written underneath work
House point	HP
Verbal feedback given	VF (by teacher) PF (by a peer)
Target Achieved	 next to target (one tick)
Checked by teacher	

Talking to pupils

- How they know how well they are doing
- How helpful they find teacher feedback, both written and oral
- How they know what to do to improve
- How they respond to their teachers' comments and how frequently they do this
- Which comments they find most/least helpful

Appendix - possible marking scenarios

Scenario 1: a couple of mistakes in an individual child's book. This might be the same code or they might be different.

- Teacher adds marking codes to the margin for the child to correct. This should be at the start of the next available English lesson.
- Teacher monitors work closely to ensure that this code(s) is not evident in future work. If so, teachers takes action to review misconceptions.

Scenario 2: the same code(s) is/are evident throughout a piece of work.

- Code added in the margin AND at the end of the piece of work for the child to write out. A child should never have more than two codes to write out.
- Teacher works with the child on the issue to ensure that error is not a misconception in their understanding. If so, the teacher takes action to review misconceptions. Teacher monitors future work closely.

Scenario 3: the same code(s) is/are evident throughout several children's work.

- Teacher works with the group on misconceptions and reviews through future pieces of work. If the misconception continues, the teacher acts. This may include working with an individual child or a follow up group session.

Scenario 4: the same codes(s) is/are evident in lots of the class.

- Teacher reviews with the whole class. This may be a change in the next lesson.