Buckingham Primary School

Feedback & Marking Policy

This policy was adopted on

The policy is to be reviewed by

This policy will:

- Promote high quality feedback throughout the school
- Provide an approach to feedback that is both manageable and effective
- Standardise the schools' approach to feedback

Aims

Effective feedback:

- Provides a dialogue between teachers and children
- Gives children clear strategies on how they can improve their work
- Provides a tool for teacher assessment – diagnostic, formative or summative
- Helps the teacher to evaluate teaching and inform planning
- Positively reinforces children's achievement and efforts

Procedures

- Teachers will use feedback from conversation and looking at children's work to inform future targets and planning
- Wherever possible, feedback will be related to a clear learning objective and / or targets, which will have been shared with the children
- Common incorrect spellings will be addressed during feedback to the class
- Specific issues will be addressed on a 1:1 basis
- Feedback is recorded in the feedback folder
- Feedback should take place during the lesson and at the start of the following lesson
- Daily feedback is necessary to inform the next steps for teaching
- All work will be looked through after each lesson and children will be given feedback and an opportunity to act on this

English

- At least weekly, whole class targets will be shared with the children. They will be told which target they need to work on via a colour code. Coding will be specific to the genre of the lesson.
- Coding will be used for basic grammar, presentation and punctuation
  C. - capital letters and full stops
  Sp- spellings
  Fs - Finger spaces
  <u>abc -</u> write on the line
  HW - Handwriting
- Where possible, letter formation is remodelled live within the lesson. If this is not possible, this must be addressed in the next lesson
- Year specific expectations must be addressed through marking (please see half termly assessment grids)
- Y6 marking should reflect the needs of the children and allow for moderation
- If a teacher or TA has worked with the child, the codes T or TA will be used

Maths

- Live marking will take place during the lesson
- Children may also mark their work under direction of the teacher using a red pen
- Feedback on answers will be given during the lesson and/or in the following lesson to ensure understanding of concepts

- Children needing 'keep up' intervention will be noted in the feedback folder and this is addressed on the same day or at the beginning of the next lesson
- If children have worked with an adult for a particular question/lesson, the code T or TA will be used
- Children indicate their self-assessment by placing books in piles using a traffic light system

In all subjects we make use of a range of forms of marking and feedback:

Oral feedback

- Explain how learning has/has not been met
- What is required to improve outcome
- Correct errors / explain misconceptions
- Correct use of standard English
- Celebrate good examples
- This should not be recorded in children's books (do not mark with VF)
- Basic grammar, presentation and punctuation will be addressed live

Feedback forms

- During the lesson and while checking work afterwards feedback forms will be completed by all staff teaching the lesson – support staff can provide input to this and teachers need to encourage and monitor this
- Sheets should be completed daily, although not every section will be required in each lesson
- Key things to note – common errors and misconceptions (including spellings), children requiring intervention before the next lesson, work to celebrate, key subject skills to be practised/ talking points required before next learning focus, individual areas to be addressed
- Sheets have been updated to be specific subjects and are reviewed regularly
- What needs to be done to address concerns indicated
- Feedback forms to be kept for monitoring

Live Marking

- Teachers will mark/correct work during the lesson – this will not be written using terms such as next steps but by using a highlighter or green pen to highlight an area that needs addressing

Daily Review

- Reviews will take place at the start of the next lesson in that subject
- Positive examples shared (noting what made them effective) and celebrated
- Common errors and misconceptions addressed with short activity

Shared Marking and peer assessment

- Teachers and pupils may mark as a class, groups or pairs
- Teacher to model the marking process and teach particular points at the same time
- Children are taught to peer-assess as a collaborative process identifying areas their partner could develop and opportunities to magpie good examples

Self-assessment

- Children are encouraged to self-evaluate by identifying their own successes and looking for an improvement point
- Good models of children's work are used to support peer and self-assessment

Feedback in the Early Years

- In Reception and at the beginning of Year 1, the teachers and support staff focus on giving oral feedback to the children
- Staff live mark and remodel alongside the child

Equal Opportunities

- In applying these procedures, we maintain consistency throughout school that supports every child in their learning by focusing explicitly on what children 'can do' and identifying clearly what needs to be done for their continued progress and improvement

Monitoring the Policy

- We ensure that these guidelines are being used consistently throughout the school by sampling children's work
- Assistant heads monitor feedback in a sample of children's books and feedback forms regularly
- During lesson observations, learning walks and book scrutiny, the feedback policy will also be informally monitored. Coaching to follow this policy will be available