

# BARNS GREEN PRIMARY SCHOOL

## Feedback and Marking policy

### Introduction

BGPS recognises the importance of feedback as part of the teaching & learning cycle.

We aim to maximise the effectiveness of its use in practice. We are mindful also of the workload implications of written marking, and of the research surrounding effective feedback.

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

The Education Endowment Foundation research shows that effective feedback should:

- redirect or refocus either the teacher's or the learner's actions to achieve a goal
- be specific, accurate and clear
- encourage and support further effort
- be given sparingly so that it is meaningful
- provide specific guidance on how to improve and not just tell students when they are wrong

Notably, the Department for Education's research into teacher workload has highlighted written marking as a key contributing factor to workload. At BGPS we understand that the most important activity for teachers is the teaching itself, supported by the design and preparation of lessons.

### Key Principles

Our policy on feedback has at its core, a number of principles:

#### **Feedback needs to be manageable, meaningful and motivating**

- the primary focus of feedback and marking should be to further children's learning in terms of progress and outcomes
- evidence of feedback and marking is incidental to the process; we do not provide additional evidence for external verification
- feedback must take into account the age group and subject
- written comments should only be used where they are accessible to students according to age and ability
- we understand that feedback delivered closest to the point of action is most effective, and as such quality feedback delivered in lessons is more effective than comments provided at a later date
- feedback is provided both to teachers and pupils as part of assessment processes in the classroom, and can take many forms other than written comments
- feedback is a part of the school's wider assessment processes which aim to provide an appropriate level of challenge to pupils in lessons, allowing them to make excellent progress
- Children have a right to have their efforts recognised and responded to

All pupils' work should be reviewed by teachers at the earliest appropriate opportunity so that it might impact on future learning. Children will know what to expect from the feedback cycle.

Our aim is to ensure that children are provided with timely and purposeful feedback that furthers their learning, and that teachers are able to gather feedback and assessments that enable them to adjust their teaching both within and across a sequence of lessons.

### Feedback and Marking in practice

Date	Responsible Governors	Review in
March 2024	Full Governing Body	March 2027

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It is vital that teachers evaluate the work that children undertake in lessons, and use information obtained from this to allow them to adjust their teaching. Feedback occurs at one of three common stages in the learning process:

1. Immediate feedback – at the point of teaching
2. Summary feedback – at the end of a lesson/task
3. Review feedback – away from the point of teaching (including written comments)

The stages are deliberately numbered in order of priority, noting that feedback closest to the point of teaching and learning is likely to be most effective in driving further improvement and learning, especially for younger pupils. As a school, we place considerable emphasis on the provision of immediate feedback. Where feedback is based on review of work completed, the focus will often be on providing feedback for the teacher to further adapt teaching.

Type	What it looks like	Evidence
Rapid Response	<ul style="list-style-type: none"> <li>Includes teacher gathering in the moment feedback from teaching and independent work</li> <li>Takes place in lessons with individuals, small groups or whole class and often given verbally to pupils for immediate action</li> <li>May involve use of a teaching assistant to provide targeted support or further challenge</li> <li>May re-direct the focus of teaching or the task</li> <li>May include highlighting/annotations according to the marking code.</li> </ul>	<ul style="list-style-type: none"> <li>Primarily evidenced by quality first teaching seen in learning walks and lesson observation</li> <li>Work scrutiny demonstrates how children's work has improved due to feedback e.g. second drafts, editing</li> <li>Some evidence of annotation or use of marking code – if relevant.</li> </ul>
Reflect to progress	<ul style="list-style-type: none"> <li>Takes place at the end of a lesson or activity - Often involves whole groups or classes</li> <li>Provides an opportunity for evaluation of learning in the lesson</li> <li>May take form of self- or peer-assessment against an agreed set of criteria (steps to success)</li> <li>In some cases, may guide a teacher's further use of review feedback, focusing on areas for development</li> </ul>	<ul style="list-style-type: none"> <li>Lesson observations/learning walks</li> <li>Some evidence of self and peer assessment both observed and written when appropriate</li> <li>May be reflected in discussion with teacher and through the development of the learning journey</li> </ul>
Review and Retrieve	<ul style="list-style-type: none"> <li>Takes place away from the point of teaching</li> <li>May involve written comments/annotations for pupils to read/respond to</li> </ul>	<ul style="list-style-type: none"> <li>Acknowledgement of work completed</li> <li>Written comments and appropriate responses/action from children</li> </ul>

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	<ul style="list-style-type: none"> <li>• Provides teachers with opportunities for assessment of understanding</li> <li>• Leads to adaptation of future lessons through planning, grouping or adaptation of tasks</li> <li>• May lead to next step targets being set for pupils' future attention, or immediate action</li> </ul>	<ul style="list-style-type: none"> <li>• Adaptations to teaching sequences tasks when compared to planning</li> <li>• Use of annotations to indicate future groupings</li> </ul>
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All work will be acknowledged in some form by class teachers. This may be through simple symbols such as ticks, house points or more detailed comments included those given verbally during lessons (VF in books).

Written comments by staff will model presentation expectations – for example neat handwriting, use of ruler, and will always be in purple pen. Children will respond to feedback in green pen in KS2. This will be introduced where the teacher considers it to be appropriate in KS 1.

In books pink highlighting will capture aspects of what is good and green highlighting will indicate areas for improvement including non-negotiable errors. Children will be given the opportunity to respond to green highlighting.

Pink or Green highlighting against the learning outcome will indicate whether the child has met the intended learning from the session and used to inform future planning.

### Age Appropriate Feedback

#### **Foundation Stage**

This is shared verbally with the child, with parents and carers and other adults working with them.

Feedback information is also shared through Tapestry, home school diaries, reports and parents evening. The EYFS team will discuss targets and children's next steps regularly and will ensure the provision responds the children's needs.

#### **Key Stage 1**

Review and retrieval marking will only lead to written comments for those pupils who are able to read and respond independently, this is at the teacher's discretion.

However, all pieces of work will be responded to in some way, in order to show pupils that we value their efforts. In most cases, the marking code may be used and children will be taught to understand what it means (see end of policy for marking code & symbols).

Where pupils are unable to read/understand such comments, these are shared verbally with children at the next appropriate opportunity (VF used).

Children will be aware of steps to success and modelling will ensure that children know what is expected of them.

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### Key Stage 2

Written marking and comments should only be used where meaningful guidance can be offered which it has not been possible to provide during the classroom session.

In the case of groups of pupils having a common need, it may be appropriate for teachers to adjust planning or grouping rather than providing a written comment.

Where a child has achieved the intended outcome and is well-prepared for the next stage in learning, this need not be annotated.

In most cases, written comments will be focussed on extended pieces of written work, or extended tasks. For example, in English a longer and more detailed written comment may form part of planning/modelling task, rather than the final, polished piece of work.

These will allow children's achievements to be recognised and provide further guidance for future independent learning.

Teachers will use their judgement to ensure that children understand non-negotiables and learnt errors are responded to.

Worksheets will be kept to a necessary minimum and will be cut to size and stuck in with glue.

Where possible children will glue the sheets in themselves. All pieces of work will be dated and have an appropriate learning objective.

### Next Steps

It is important for children to be partners in their own learning and children will be given opportunities to improve and adjust their work through the teaching and learning cycle. It is important time is given for reflection and to respond to feedback. This is greatly valued at Barns Green and is built into the planning process.

'Next Steps' will be given as the teacher sees fit and children will also be taught how to spot their own mistakes, to apply feedback and edit and improve their own work. The ability to do this will grow as children develop and move through the school.

Next steps may be discussed at different times within the teaching and feedback cycle, and depending on the subject. The frequency of next steps is not set in stone

If children continue to get the same next steps it is expected that they have more taught sessions/support in order to progress.

### Marking Code

I – Independent

S – Support

Sp – Spelling error


 - Check

		
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## Feedback and Marking policy

Good evidence / meeting the learning objective

 Take another look / not meeting learning objective

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