



Bramcote Hills Primary School Feedback and Marking Policy

It is only through assessment that we can find out whether what has happened in the classroom has produced the learning we intended.

Dylan Wiliam.

Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation (EEF) and other expert organisations. The EEF 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 pupils when they are wrong.

BHPS Assessment Principles

- Assessment needs to be at the pivotal point between teaching and learning.
- The purpose of assessment is to increase quality and to help children to progress and achieve their potential.
- The child is the centre of the learning process and they need to understand, and be aware of, their own learning - metacognition is key.
- "All marking should be meaningful, manageable and motivating and should serve a single purpose: to advance pupil progress and outcomes." (*DfE working party on workload*).
- We recognise that marking and feedback to pupils, both written and oral, are important aspects of any assessment policy.
- We are mindful that the form of feedback given may differ for different subjects and age-groups in order to be effective and efficient in promoting learning.
- Assessment, in all its forms, should inform teachers' future teaching.
- Responsive teaching uses formative assessment to move children forward one step at a time, reflecting on where they have just come from & where they now need to go.
- As a part of the assessment process, teaching staff are encouraged to operate with a growth mind-set in reviewing their own practice and listening & learning more from their pupils.
- We understand that the children who may gain the most from feedback may also be those least able to access written feedback.

Aims

Through effective feedback and marking we aim to:

- encourage pupils and celebrate their successes and progress with them;
- provide meaningful feedback to pupils that will enable them to make progress;
- engage in meaningful discussions with pupils at the point of learning;
- further develop pupils' positive attitude to learning;
- nurture pupils' abilities to reflect on their learning and engage in dialogue about it; looking for opportunities to develop children's metacognition;
- make feedback immediate for pupils and manageable for staff in order to help in managing staff workload.

Purpose of feedback

We assess the children's work and provide feedback for a variety of reasons.

These include:

- to encourage pupils and celebrate their successes with them;
- to address misconceptions, identify successes and indicate next steps as appropriate, in order to assist pupils in making progress and deepening their understanding;
- to encourage pupils to have a positive attitude to learning and nurture their ability to reflect on their own learning;
- to inform the teacher of a child's progress and needs for future planning;
- to allow for peer- and self-assessment where pupils can recognise their successes, difficulties and mistakes and to encourage them to accept help or guidance from others.

Our Approach at BHPS


- Feedback will be given on a piece of work as soon as possible and normally before the next lesson in that subject.
- Other than in Publishing Books, work will be ticked or initialed to inform the pupil that their work has been evaluated (normally before the next lesson in that subject).
- Comments, or markings, written in green indicate that feedback has been given in lessons with an individual child or a small group, at the point of learning.
- Comments, or markings, written in black indicate that feedback has been given away from the point of teaching.
- Comments, or markings, written in purple indicate that a child has edited their own work for improvement. This may be as a result of self/peer/adult assessment.
- It can be very effective for pupils to give feedback on each other's work. This clarifies learning intentions and what good work 'looks like' for both children. Teachers may set up response partners, or galleries, in their classes for this purpose.
- Teachers and teaching assistants may use a visualiser in order to give feedback to groups of learners.
- Group, or whole-class, feedback may be given to pupils at the beginning or end of lessons (or in the form of episodic plenaries). Teaching staff will exercise professional judgement when deciding whether all pupils need to hear feedback for all groups of learners.
- Teachers may choose to give improvement tasks in order to develop their learning but this is not essential or always manageable.

Feedback Type	What it looks like	Evidence (for observers)
Immediate	<ul style="list-style-type: none"> • Includes teacher gathering feedback from teaching, including mini-whiteboards, book work, etc. • Takes place in lessons with individuals or small groups • Often given verbally to pupils for immediate action • May re-direct the focus of teaching • May lead to the adaptation of a task to enable every child to make progress • May involve giving additional tasks to extend learning • May involve use of a teaching assistant to provide support or further challenge • May include annotations according to the marking conventions 	<ul style="list-style-type: none"> • Lesson observations/learning walks • Some use of episodic plenaries • May include evidence of children receiving and/or responding to feedback (for example, green pen) • Some evidence of annotations or use of marking conventions
Summary	<ul style="list-style-type: none"> • Takes place at the end of a lesson or activity • Often involves whole groups or classes • Provides an opportunity for evaluation of learning in the lesson • May take form of self- or peer-assessment against an agreed set of criteria • In some cases, may guide a teacher's further use of review feedback, focusing on areas of need 	<ul style="list-style-type: none"> • Lesson observations/learning walks • Timetabled pre- and post-teaching based on assessment • Some evidence of self- and peer assessment • May be reflected in selected focus review feedback (marking)
Review	<ul style="list-style-type: none"> • Takes place away from the point of teaching • Provides teachers with opportunities for assessment of understanding • May lead to adaptation of future lessons through planning, grouping or adaptation of tasks • May lead to targets being set for pupils' future attention, or immediate action (for example, following whole-class feedback) • May identify pupils who will benefit from pre- or post-teaching. 	<ul style="list-style-type: none"> • Acknowledgement of work completed • Written comments which may lead to a pupil response/action • Adaptations to teaching sequences tasks when compared to planning • Use of annotations to indicate future groupings

*There may be occasions when a teacher, using their professional judgement, chooses to provide more detailed feedback if they feel that this would benefit the pupil's/pupils' progress but this is not a requirement of the policy.

*In addition, often in the case of younger children, written comments may be used to provide information for other staff and parents of children about the steps pupils have taken on their learning journey.

Marking conventions at BHPS

<u>CODE</u>	<u>MEANING</u>
✓	A correct response/ learning objective met
x	A wrong answer, an error in the process or a misunderstanding
→	The calculation is incorrect – have another go
	A specific error is being highlighted
^	A word or phrase has been omitted
↵	A new paragraph is required here
atrocious <u>atroshus</u>	A spelling error corrected for information purposes only
sp <u>preist</u>	A spelling error corrected and/or requiring further response from the pupil.

Equal Opportunities

At BHPS, we are mindful that children learn in a variety of ways and have differing abilities. EAL pupils, lower attaining pupils and those with other specific needs may struggle to access longer comments written away from the point of learning. Staff therefore consider the most appropriate form of feedback required by all pupils.

Safeguarding

Teachers and Teaching Assistants read children's work carefully. If there is a concern about what a child has written or drawn which brings into question their well-being (including whether they are at risk of abuse or radicalisation), staff will be required to inform the Designated Safeguarding Leaders in the normal way. A written record of the concern will also be logged.