

Brady Primary School

Marking and Feedback Policy EYFS/KS1



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1. Policy Description

Aims

One of our core values in school is dedication, our marking and feedback in school is a key vehicle for developing this in our pupils.

Purpose

At Brady Primary, we recognise the importance of feedback as part of the teaching & learning cycle, and 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 (EEF) and other expert organisations. 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

Notably, the Department for Education's (DfE) research into teacher workload has highlighted written marking as a key contributing factor to workload. As such, we have investigated alternatives to onerous written marking which can provide effective feedback in line with the EEF's recommendations, and those of the DfE's expert group which emphasises the following:

- marking should be meaningful, manageable and motivating. We have also taken note of the advice provided by the NCETM
- that the most important activity for teachers is the teaching itself, supported by the design and preparation of lessons.

Marking at Brady Primary School should encourage, advise and challenge.

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

- the sole focus of feedback and marking should be to further pupil's learning;
- written comments should only be used where they are accessible to pupils according to age and ability;
- feedback delivered closest to the point of action is most effective, and as such 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 takes 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 good progress.
- All pupils' work should be reviewed by teachers at the earliest appropriate opportunity so that it might impact on future learning.

2. Feedback and marking in Practice

It is vital that teachers evaluate the work that pupils 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 where appropriate)

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. Methods of feedback may include:

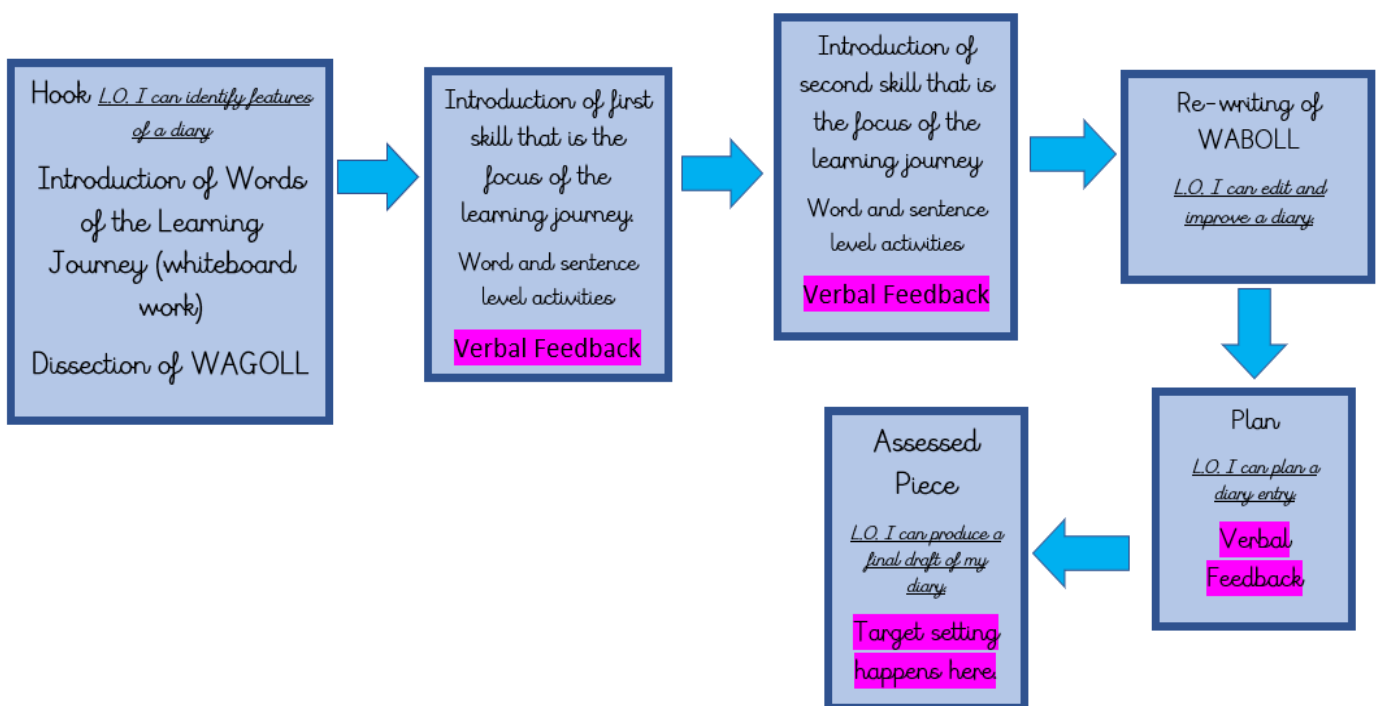
| Type | What it looks like | Evidence (for observers) |
|------------------|---|--|
| Immediate | <ul style="list-style-type: none"> Includes teacher gathering feedback from teaching, including mini-whiteboards, book work, etc. Takes place in lessons with individuals or small groups Often given verbally to pupils for immediate action May involve use of a teaching assistant to provide support or further challenge May re-direct the focus of teaching or the task May include highlighting/annotations according to the marking code. | <ul style="list-style-type: none"> Lesson observations/learning walks Some evidence of annotations or use of marking code/highlighting |
| 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 May involve written comments/annotations for pupils to read / respond to Provides teachers with opportunities for assessment of understanding Leads 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 | <ul style="list-style-type: none"> Acknowledgement of work completed Written comments and appropriate responses/action Adaptations to teaching sequences tasks when compared to planning Use of annotations to indicate future groupings |

3. In School marking

English

- Learning objectives to be highlighted with an initial of which adult has marked it for every lesson. (see marking code)
- Pupils must self-assess against Learning objective.
- Incorrect spellings will be identified in red pen only if: they are able to be spelt phonetically (and the pupil has been taught the sound), the word is topic key vocabulary or is a high-frequency word. The ability of the individual pupil must be considered with the appropriate spellings to correct.

The Writing Journey Process for KS1



- As per the school writing journey, some work will be marked in depth and other times pupils will be given specific verbal feedback to move learning on.
- Final drafts/assessed pieces will have a success criteria for teachers to complete. End of key stage year groups will use the interim frameworks to assess against.
- Next steps are identified from final drafts and are set as targets for the pupil.
- Targets are made clear to children by the use of a red sticky tab. Teachers must write the target on this page with an example where necessary.
- Pupils will respond to given feedback using a green pen or pencil.

Maths

- Learning objectives to be highlighted and the initial of which adult has marked it for every lesson.
- Pupils must self-assess against Learning objective
- Pupils will respond to given feedback using a green pen or pencil.

Science and foundation subjects

- Learning objectives to be highlighted.
- Pupils must self-assess against Learning objective
- Marking is focused on subject skills and vocabulary
- Next steps (extension questions) are included where necessary

EYFS

- Focus group feedback and marking

4. Homework

Reception

1 x Maths focus

1 x Topic focus

Weekly reading minimum of 5 reads

KS1







1 x Maths focus- Timestables Rock Stars/ NumBots

1 x Spelling focus- set by teacher via Spelling shed

Weekly Reading minimum of 5 reads per week

Homework Maps are made available at the start of each half term- these are optional activities based on the class topics.

5. Brady Primary Marking Code

| | |
|--|---|
| Highlight of the 'I can' | On every piece of work the LO must be highlighted, this shows when pupils have achieved (Yellow), partially achieved (Orange) and not achieved (pink) the objective |
| H M I | Level of assistance indicated by use of H, M and I H = high level of support required M = some support required I = independent work |
| ST | Supply Teacher (in addition to marking as per the policy) |
| VF | Verbal feedback (in addition to marking during the learning) |
|  | Pink highlight- learning objective has not been met. Ways to support the pupil should be addressed further. |
|  | Orange highlight - learning objective it is partially met. |
|  | Yellow highlight - identifies effort, success, examples of where pupil has met the learning objective |
| KS1 onwards | |
|  | Next steps: This is what I need to see in your next piece of work |
|  sp | Spelling error (see guidance above) |
|  | Grammatical error |
| Pupils Self-reflection | Clear understanding- happy face next to 'I can' Moderate understanding- straight face next to 'I can' Poor understanding- sad face next to 'I can' |
| TARGET: | Targets are made clear to pupils by the use of a sticky tab. Teachers must write the target on this page with an example where necessary. |

This marking code is introduced as pupils are ready in EYFS and Year 1.