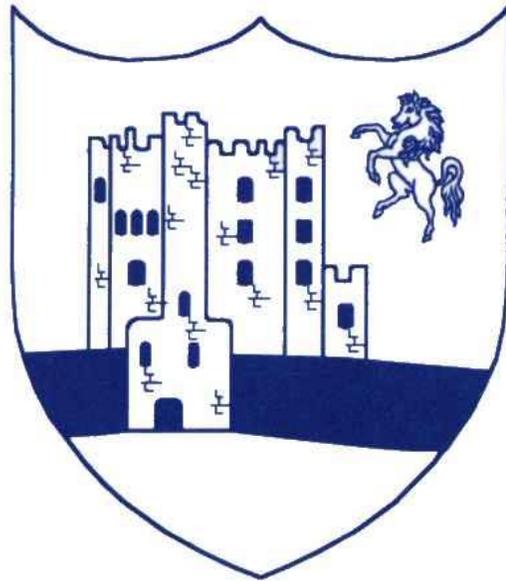


Balfour Infant School



Feedback and Marking Policy

Date April 2023

Review Date April 2025

***The primary purpose of marking written work is to assess the depth of learning that has taken place and to identify misconceptions to inform future teaching.
The audience for the marking is the children.***

Principles

Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation and research carried out by academics and researchers such as Shirley Clarke and Dylan Williams.

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.
- Put the onus on pupils to correct their own mistakes, rather than providing correct answers for them.
- Alert the teacher to misconceptions, so that the teacher can address these in subsequent lessons.

This feedback policy will ensure teachers:

- Provide **meaningful** feedback to the child;
- Provide challenge to support **aspiration** and **motivation** to learn;
- Highlight areas for development / improvement / correction thereby enabling the child to identify clear 'next steps';
- Inform effective planning of lessons;
- Are able to record progress related to learning objectives;
- Can **manage** workload around feedback;
- Understand the sole purpose of feedback is to improve children's learning therefore it must be impactful;

General Principles - English

Verbal feedback will be given to children during the lesson wherever possible. Verbal feedback will be immediate, during the learning and may be individual, group based, or to the whole class. (*See strategies to support effective feedback*)

Teachers will work with groups/individuals on a daily basis and give verbal feedback to move them forward. Assessment information is entered from any learning discussions on to 'Balance' or "Tapestry" as appropriate.

'Deeper feedback' will occur at the end of a teaching sequence /when appropriate and will provide more detailed feedback for assessment purposes. Teachers will feedback to each pupil discussing strengths and areas for development. Teachers will support pupils by revisiting these verbally and frequently through subsequent sessions in the term.

Feedback approaches. The teacher will provide regular verbal feedback verbally to pupils based on the learning objective /success criteria in each session. Feedback on medium term objectives/success criteria will also be shared with pupils and parent in the form of written targets two times a year and as part of the end of year report. Pupils will have regular opportunities to access this feedback and improvement responses will be clear in pupils' books as indicated by pink and green marking.

General Principles - Maths

NCETM: Marking and Evidence Guidance for Primary Mathematics Teaching

Teachers will:

- **Always** address incorrect work. This may be done through: corrections, oral feedback given or comments to feedback on. This may also at times be addressed in subsequent lessons (repetition of the learning objective) to address misconceptions.
- Always provide pupils with time to respond to feedback.
- Use feedback to push children's reasoning and communication about mathematical ideas (particularly in Maths investigations).

Children's Maths Books Yr1,2.

Every piece of work should be marked with ticks or dots to indicate whether it is correct or incorrect. Children will usually correct their work after the appropriate intervention has been given or there should be an annotation that an intervention using practical resources has taken place and a teacher comment on Tapestry/ Balance where appropriate. There should be evidence of children correcting their mistakes to show they understand where they went wrong.

General Principles - Topic Books

Each piece of learning in topic books will include a subject specific learning objective and success criteria related to the subject being taught and sometimes related basic skills e.g. punctuation or spelling. Teachers will highlight the success criteria if they have been achieved. Pink comments to be used when needed and when appropriate to provide challenge and support.

Marking Guidelines

- We have agreed that teachers will mark the work in pink and green ink.
- Adults should record the level of support given to the child in completing the work by using an s in both Key Stages. If there is no s on the work, the work has been completed independently.
- Time should be allocated for children to respond to feedback when deemed appropriate by the teacher.
- The content of verbal feedback does not need to be recorded in written form.
- The lesson objective with success criteria (the objective broken into achievable steps) needs to be displayed at the top of all Literacy, Maths and Topic work.
- The success criteria to be highlighted in green if they have been met.

Marking Annotations

	Green highlighted success criteria	Criteria met
√	Green tick	Correct

•	Pink dot	Incorrect / think again
—	Pink underline	Incorrect spelling of words of age- appropriate words (e.g. common exception words)
	Marking for Improvement	This should be either for a focus group and/or an area that needs addressing if needed. A green comment for a positive A pink comment for an area for development/next step
S	Support given	The work has been supported.

Proof reading and editing in writing lessons

Some writing lessons will be followed up with an editing session where children receive whole class feedback about strengths and areas for development and direct teaching to help them identify and address their own weaknesses. Teachers will have looked at pupils' work soon after the previous lesson and identified strengths and weaknesses, looking at both the technical accuracy of the writing; spelling errors, punctuation omissions, and other transcription mishaps as well as things to do with the sophistication of the writing; the actual content. Where individual children have done particularly well or badly at something, s/he will make a note and use these in the lesson as a teaching point.

The editing session will be divided into two sections

- **Proof-reading**

Changing punctuation, spelling, handwriting and grammar mistakes.

- **Editing**

Improving their work to improve the composition. The proofreading section will usually be short: about 10 minutes or so, whereas the editing element may take the rest of the lesson.

The teacher will share extracts from pupils' work, using either the visualiser or by typing out a couple of lines and displaying them on the interactive whiteboard, at first showing good examples of work. For example, within the proof-reading section, the teacher might showcase someone whose letter heights have the ascenders and descenders just right, then asking pupils to look at their work and rewrite one sentence from it, really making sure they are paying attention to letter heights. Then s/he might share a section of text with poor punctuation (usually anonymously) and reteach the class the various punctuation rules. They might then point out some spelling errors that several children are making and remind children of the correct spelling and how to remember it. Children will then have a short period of time to proof-read their work, checking for similar errors and putting them right. Children sit in mixed ability pairs and support each other in the identification and correction of mistakes.

Within the editing section of the lesson, for example, the teacher might show a different couple of pieces of work where

children have described a character very well, pointing out what it is that has made the description so vivid. The teacher might then share a less good example which might be from an anonymous or fictional piece. The children would then suggest together how this might be improved. Then in their pairs they read together each other's work and suggest improvements, alterations and refinements which the author of the piece then adds – in purple pen to help the teacher see what changes the child has made.

Peer and Self- Assessment

Children are expected to self-assess against the success criteria, using a colour scale across all learning. There is an annotated Balance Wheel in each classroom to support the children to do this.

Self- assessment checklist for writing	At least every fortnight, children to have a checklist and need to tick off included elements of their writing (full stops, capital letters, finger spaces etc.)
Peer-assessment checklist for writing	At least every fortnight, children to look at a peer's work and have a checklist and need to tick off elements of their writing.
Peer assessment	Fortnightly children to write a positive comment about their friend's writing and then a target that is related to the success criteria / year group expectations.
Balance assessed colours	At least termly children to dot the lesson objective to which Balance colour they are working at (red, orange, light green, dark green) at the end of the lesson.

Self and peer assessment should always be modelled and started practically and verbally as a class or group before children to do any of the above. Written self/peer assessment to only take place when the children are ready and able.

General Principles - Foundation Stage

We expect some children to be familiar and confident with this marking system by the January and all by the Summer term.

-  - supported
- | (as in word) Independent
- --- underline incorrect formation/orientation of letters. Children to correct at the bottom of their work.
- --- underline up to 2 spellings. Give correct spellings at bottom of work and children find and copy correctly.
- | - spacing between words
- Lesson objective and success criteria to be displayed and highlighted when the work is teacher directed.

Strategies to support effective feedback

A range of strategies / approaches should be used to ensure children receive high quality feedback at the point of learning. Teachers are to use strategies and capture the learning on Balance. This is not an exhaustive list and should be added to as practice and research develops.

Piles / book organisation	Books are organised into piles at the end of a session. Those children who have achieved the objective / those who need some clarification and those who need further support. The teacher will group those children accordingly to provide extension or to correct misconceptions
Visualiser	The visualiser is the most important tool when considering formative assessment in the classroom. This should be used regularly when looking at work and considering self and peer

	assessment. Please note proof-reading and editing section.
Individual / group feedback session	Based on information collected by the teacher, pupils will receive focussed feedback from staff as individuals or as a group if there is a theme that needs addressing.
Balance Wheel	Pupils will self- assess using the Balance Wheel. This can then be used by the teacher to consider their depth and accuracy of understanding.
Environment	Teachers must consider their environment carefully. Tables are to be set up to facilitate effective feedback at all times.
Reactive planning	Next steps are reflected in whole class teaching.