

Feedback and Marking Policy

The Bythams Primary School



Reviewed and updated: February 2021

Next review: February 2023

Signed:*Debbie Shepherd*.....

Name: Debbie Shepherd
(Acting Headteacher)

Date:*14.02.21*.....

Feedback and Marking Policy

Rationale

Feedback is essential to provide effective assessments of pupils' work. It encourages a learning dialogue between teachers and pupils and enhances the motivation and learning of pupils. It encourages active partnerships in the recording of formative assessments and informs future planning.

Purpose of feedback & marking

- To further pupils' learning
- To allow pupils to reflect on their work and understand how it can be improved
- To inform planning
- To provide information for on-going assessment
- To encourage, motivate, support and promote positive attitudes
- To identify misunderstandings
- To recognise achievement, presentation and effort
- To show pupils that we value their work
- To encourage self-assessment, self-correction and accuracy

Implementation

1. All teachers and teaching assistants will be involved in the feedback and marking process.
2. As immediate dialogue is the most effective form of feedback, teachers and teaching assistants will endeavour to implement this during each lesson.
3. Feedback will be related to the learning objective and specific target, which are made clear to the pupils.
4. Feedback will be constructive and encourage improvement in future work.
5. Written work in the core subjects will be marked promptly.
6. Foundation subjects will be marked when and where applicable; some work may receive oral feedback only.
7. Written comments will be made where the teacher/teaching assistant thinks it is appropriate.
8. The extent to which pieces of work are corrected for spelling, punctuation and grammar will depend upon the learning objective, as well as the age and ability of the pupils.

9. Excellent work and effort will be recognised with house points and/or certificates.
10. There will be formal assessments of unaided written work throughout the year.

Procedures for Feeding Back and Marking

1. Work will be marked using the agreed marking codes, see Appendix 1.
2. Comments and marking should be in green pen.
3. When teaching assistants work with a pupil or a group, they will tick next to the appropriate self-assessment colour, at the end of the lesson.
4. Maths work will be marked using a tick or a dot. Where misunderstandings occur, a U will be written in the book and addressed later.
5. Children may be required to write spelling errors out correctly or to find the correct spelling in a dictionary.
6. Not all errors will be corrected. The amount of correction will depend upon the age and level of the child and the purpose of the work.
7. Teachers and teaching assistants will discuss work content with all pupils on a regular basis in order to further the child's understanding.
8. Self-assessment will take place at the beginning and end of lessons, depending on the age of the child and the purpose of the work.
9. Verbal feedback will be noted by VF.
10. Pupils will use the "purple pen of power" to edit and to respond to marking in writing books only.
11. Pupils will be involved in the feedback process, through discussion with the teacher/teaching assistant or by responding to written comments.
12. An arrow symbol will be used to indicate next steps.

Background Documentation

This policy was informed by reference to guidance from the Lincolnshire Curriculum Service. It is mindful of the workload implications of written marking, and of the research surrounding effective feedback.

Feedback and Marking

G There is a grammatical mistake on this line.

P There is a punctuation mistake on this line.

S There is a spelling mistake on this line.

U Understanding error.

F Letter or number formation to correct.

C Calculation error.

If you make a mistake, draw one straight line through the mistake.
For example: The dog ran out ~~out~~ of the gate.

VF Verbal feedback has been given

R Respond to feedback

 Next steps

TA A TA worked with you.

hp House point.

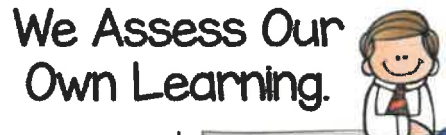
PA Peer assessed- also write the assessor's name

SA Self assessed.


Purple Pen of Power Responding to feedback.

 Self assessment

We Assess Our Own Learning.



Self - assessment	I understand, and I can teach someone else.	4
	I understand, and I can do this by myself.	3
	I am beginning to understand this - with help.	2
	I don't understand - yet.	1



G There is a grammar mistake on this line.

Is a new paragraph is needed?

Have you used the correct tense?

Have you missed a word?

P There is a punctuation mistake on this line

Have you missed a capital letter?

Do you need a full stop?

Do you need a question mark?

Do you need an exclamation mark?

Do you need a comma?

Do you need inverted commas for dialogue?

Do you need a comma, dash or brackets for parenthesis?



Feedback and Marking for Remote and Blended Learning

Feedback for remote learning can take many forms and will not mean extensive written comments for individual children. For example, whole-class feedback or quizzes marked automatically are valid and effective. The Google Classroom learning platform is used to provide live feedback, for example to a group of pupils with their maths work or to individuals when they are reading 1 to 1 with a teacher or teaching assistant.

During blended learning, three main lessons are set on Google Classroom every day: English (phonics, guided reading or writing), maths and topic. When work has been submitted for these subjects, it will be graded (1/1) and feedback given using a voice note or in writing where appropriate.

Giving the work a grade (1/1), means the work has been looked at by the teacher and is the equivalent to a tick.

Teachers will be using the same feedback codes that are used in school, as laid out in the Feedback and Marking Policy (see attached). A copy of these codes will be displayed in Google Classroom for children and parents to refer to.

If extended writing has been set, one piece a week will be marked in detail, requiring a response from the child. Marking and feedback will be done within an appropriate time and not necessarily on the day it is submitted. A message will be put on the stream informing children that they need to respond to their feedback.

For those children in school, the feedback codes will also be used, including VF for verbal feedback followed by the adult's initials. This means a teacher or teaching assistant has talked to a child about their work.