



Brookfield Park Primary School **Feedback and Marking Policy**

“Feedback should cause thinking. It should be focused; it should relate to the learning goals that have been shared with the students; and it should be more work for the recipient than the donor. Indeed, the whole purpose of feedback should be to increase the extent to which students are owners of their own learning,”

— *Dylan William, Embedded Formative Assessment (Jan 2011)*

Principles of the Marking and Feedback Policy

This policy complements the Teaching and Learning Policy at Brookfield Park Primary School. It is a vital component in maximising the full learning potential of all our pupils.

At Brookfield Park Primary School, ***we believe that effective feedback:***

- Is for the pupil
- Will improve a pupil’s confidence and self-esteem
- Should celebrate and recognise achievement
- Provides constructive, accessible feedback to pupils about their learning
- Encourages and involves pupils in the reflection of their current learning and helps to set targets for future learning
- Assesses and monitors the pupil’s learning and provide information for future teaching and learning opportunities
- Develops children’s responsibility for their learning
- Provides a model and encourages progression of pupil’s ability to peer and self-assess honestly and accurately
- Should challenge the pupil and as a result resilience will develop, this will accelerate progress

What is good Feedback?

To be helpful to the learner feedback needs to be:

- Related to the learning objective/ success criteria, which has been shared with the pupil and related to the task, not the pupil
- Focused on particular aspects of work that will move the pupil’s learning on (not picking up on everything). However, spelling, grammar and presentation should also be commented on, as appropriate, according to the year group expectations
- Constructive, positive and promote high expectations and engagement in learning



- A recognition of effort as well as content
- Given sufficient response time for pupils to reflect on it, clarify with the teacher if needed and react to it
- Appropriate to the pupil's age and ability in terms of the task given and expectations
- Immediate (wherever possible), although there may be some instances where it will be reflective
- Wherever possible, involving pupils in feedback and marking practices, encouraging a dialogue for learning between pupils and adults

At Brookfield Park Primary School we recognise that feedback will be most effective when pupils know the right answers to these two questions:

- *What am I doing well in this subject?*
- *What do I need to do to improve my achievement in this subject?*

If pupils can answer these questions accurately, in subject specific detail, they are receiving effective feedback.

Effective strategies for feedback

- Feedback may be **oral** and/ or **written**; given to individuals or whole class
- Feedback identifies where pupils have been successful in their learning and highlights areas for improvement or extra challenge
- Pupils, and all adults in the classroom, must be **clear about the learning** taking place and the expected outcomes
- **Skillful questioning** is used to explore pupil's understanding of the learning taking place; identify misconceptions; challenge and develop thinking, learning and understanding and thus provide opportunities for adults to give well-directed feedback
- When and where appropriate, **mini plenaries** give feedback to individuals/groups/whole class and address misconceptions; provide opportunities for extra challenge; allow pupils to reflect on their learning and make improvements during the lesson
- **On the spot feedback** – this can take the form of oral or written feedback and is given during learning time in the presence of the pupil and can be recorded in different ways
- **Self-assessment and evaluation** – pupils are given opportunity to reflect on their own learning; identify progress towards targets etc and identify areas for improvement (for this to be successful, effective feedback and marking must first be modelled by the teacher; pupils must then be taught how to assess and evaluate their own learning/work)



- **Peer assessment and evaluation** – pupils are given opportunity to work with other pupils to assess and evaluate their own, and others' learning, and to make suggestions for improvement (see appendix B)
- When **written feedback** is given it should be during the initial stages of learning a new skill rather than on the completed independent piece of work at the end of a unit of work.
- Where written feedback has been given, the following should be taken into consideration:
 - Can the pupil read and understand the comments or have the comments been explained?
 - Are comments spelt correctly?
 - Has the school handwriting policy been followed when writing comments?

‘Schools should mark less in terms of the number of pieces of work marked, but mark better.’

–EEF A Marked Improvement April 2016

Agreed practices for giving feedback

- A tick should be put on most pieces of work, **for the pupil**, to indicate simply that the piece of work has been seen by an adult not necessarily that it is correct or incorrect (this will be dealt with by the chosen feedback strategy)
- When feedback is given the strategy chosen will be the one that is the most effective and will move the learning forward quickly
- In every case from Year 2 onwards, pupils will be expected to identify their own errors, check through their work and make necessary edits and improvements, before it is looked at by an adult.
- Common errors are to be addressed verbally and immediately with individuals, groups or whole class
- When pupils edit their own work they will use a purple pen in all books, except mathematics
- Teachers will plan in regular times when pupils are encouraged to go through their books and ensure all the titles and dates have been neatly underlined and outstanding spelling corrections have been done. If work is below par for presentation, part of it should be re-written to a high standard. This will help to highlight the importance of taking pride in your work, including presentation.
- All pupils will be taught to give feedback to their peers, in this way it will become part of the culture in school to become ***a learning community*** who aren't afraid of giving or receiving feedback :
 - In EYFS pupils will begin to give feedback to their peers through giving a



verbal opinion about what their peers have done, said or produced

- When being taught to peer mark pupils in KS1 will concentrate on looking at the handwriting and presentation of their peers
- Peer marking will be used in KS2 for independent pieces of writing, pupils will be encouraged to make comments on post its rather than write into other pupils' books.
- When giving feedback on **careless mistakes** pupils should be given opportunities to find these errors independently where appropriate; if helped by an adult it should be to draw attention to the mistake- without giving the correct answer.
- **Misunderstandings** should be addressed by providing hints or questions which lead pupils to better understanding or used as a teaching point immediately or in the next lesson
- When appropriate a feedback sheet can be used when looking through sets of books for e.g after writing, a new maths concept, science experiment etc (see appendix C)

Consistency is important and a set of editing marks have been agreed (see Appendix A). Pupils should be made aware of the editing marks and a copy should be displayed in the classroom. All staff, including support staff and supply teachers, should follow the agreed policy.

English

- Spelling should be corrected as appropriate; this could be use of the spelling code in the margin, tricky spellings corrected by teacher, a verbal prompt during the lesson, pupil to edit their own. All adults in school will expect pupils to spell correctly words copied from the board or sheets/ books in front of them and will not accept mistakes with key topic words and spellings which have been part of class spelling lists.
 - In KS1 spelling errors will be recorded onto a spelling card or bookmark
 - In KS2 spelling errors will be recorded into log books
- In writing, scaffolded pieces and planning should be where any detailed marking or prompts are given before any independent writing takes place. This includes prompt codes used for grammar and punctuation errors (see Appendix A)
- When pupils use incorrect grammar when speaking- particularly incorrect use of subject/ verb agreement, it will be corrected immediately by any adult in school

Mathematics

- Calculations will be marked where appropriate by the pupils, who will address their own mistakes immediately and be encouraged to understand why they made an error



- Common misconceptions in mathematics will be dealt with by the teacher through feedback to the class immediately or during the next lesson
- Where misconceptions occur in individual pupils feedback will be given by adults through verbal feedback or modelled examples

Other Subjects

- Feedback in science and topic books will be given orally or as a written prompt (only when needed in order to move the learning forward)
- Grammar and spelling mistakes will also be identified using codes in science and topic books, especially where key topic words or year group expectations are not being met

Different Prompts Used To Provide Feedback

These can be used as both verbal and written prompts

Closing the gap prompts:

Reminder prompt – refers back to the learning intentions and reminds the pupil of what can be improved e.g:

- You have described what your monster looks like. Can you use adjectives to tell me more about what type of monster he is?
- You've used addition to calculate the correct answer. Try using multiplication to calculate the repeated addition

Scaffold prompt – provides further support. This may take the form of a question e.g :

- What kind of monster was he? Change 'bad' for a word which makes him sound scarier.
- 3 bags of sweets at 25p each. Instead of $25+25+25=$ you could do $25 \times ? =$

Example prompt – this is the most detailed support and gives children examples from which to choose e.g:

- Instead of the word 'bad' you could use: terrifying, ferocious, spine-chilling)
- 6 bricks at 10cm high. Instead of the repeated addition you could try multiplication $6 \times 10 =$ or $10 \times 6 =$



APPENDIX A – MARKING CODES

Marking Codes

I – independent work completed by the child

√- used by adult in green pen to say they have seen the pupils work

Where it is necessary for teacher to give written feedback it is given in green

Sp- spelling mistake – sp in the margin, pupil to write in spelling log (KS2) or on bookmark (KS1) (NB Lazy spelling cannot be allowed!)

Stamps, stickers and smiley faces to be used to encourage, acknowledge good work and learning intentions achieved.

P- punctuation in the margin– wavy line used for pupils to correct

G-grammar in the margin– circle eg noun verb agreement

/ - new line

// - new paragraph



APPENDIX B SELF AND PEER EVALUATION PROMPTS

These prompts could be modelled, taught and may be displayed in the classroom or on table cards until the pupils are confident in using them:

I liked

I learned

I think I will

I never knew

I discovered

I was surprised

I still wonder

I have learnt

Next time I could

I now know

I found...difficult because ...

I solved ... by ...

The best example of ... is ...

I like the way you ...

... is effective because ...

You could make your work better by ...

Have you thought about ...

If we look at the success criteria we can see ...

Next time you could ...

Peer Marking and feedback

- Partners can be similar ability or mixed ability dependent upon the peer marking task
- Agree rules: respect, listen...
- Explain & model the process with the whole class
- Use previous year's work, standardised examples, Testbase etc
- Compare & contrast two pieces of work
- Author reads to editor
- Begin with a positive comment
- Comment against 1 or 2 specific criteria
- Author adds notes and changes work
- Process could take place during the extended writing process as part of the editing stage

Peer Marking and feedback Agreement

Our agreement on editing partnerships – We decided that there were some rules we all needed to keep. When we become editing partners we all agree to:

- **Respect** our partner's work because they have done their best and so their work should be valued
- **Tell** our partner the good things we see in their work.
- **Listen** to our partner's advice because we are trying to help each other do better in our work
- **Look for** a way to help our partner achieve the learning intention better by giving them an improvement suggestion
- Try to make our suggestions **positive** and as **clear** as possible.
- Get our partner to **talk** about what they tried to achieve in their work.
- **Be fair** to our partner. We will not talk about their work behind their backs because we wouldn't like them to do it to us and it wouldn't be fair.



APPENDIX C MARKING AND FEEDBACK SHEET

Marking/ Feedback sheet- Subject _____ Date _____

<i>Learning intentions:</i>		
<i>Recognition</i> <small>(children's names)</small> ● ● ● ● ● ● ● ●	<i>Incomplete work</i> <small>(children's names)</small> ● ● ● ● ● ● ● ● ● ●	<i>Misconceptions/Common Errors</i> ● ● ● ● ● ● ● ● ●
<i>Examples to be used for display/ class work book etc</i> <small>(children's names)</small> ● ● ● ● ● ● ● ● ●	<i>Presentation</i> <small>(children's names)</small> ● ● ● ● ● ● ● ● ●	<i>Next Steps</i> ● ● ● ● ● ●
<i>Additional Comments</i>		