

	<h2>South Bersted CE Primary Feedback & Marking</h2>
Web and/or Internal	Web & Internal
This policy should be reviewed every	Every three years
Policy approved by Governors	Spring 2017
Date of Review	Spring 2020
Member of staff responsible	Deputy Head
Policy created by	SBS
Signed by Chair of Governors and/or Headteacher	

Introduction

At South Bersted C of E Primary School, we aim to provide a whole school framework for effective marking and feedback that directly contributes to raising the achievement of all pupils. The aims of this policy are to ensure both staff and pupils know what aspects of learning a pupil has understood and/ or successfully applied and what their next steps are to ensure further progress. Pupils' response to feedback given is an essential part of the process. Through effective feedback, misconceptions, barriers to learning and next steps need to be identified.

Research has shown that children learn best when:

- They know what it is they are to learn and what they are expected to do.
- They are given feedback about their work and shown how to make it better.
- They are fully involved in making decisions about what to do next.

Feedback

'Feedback to any pupil should be about the particular qualities of his or her work, with advice on what he or she can do to improve, and should avoid comparisons with other pupils (Black and Wiliam, 1998).

Findings from *Shirley Clarke (132 2014)* suggests that effective marking is done with the child.

Therefore, at South Bersted we believe that feedback can be given in a variety of ways to support pupil progress:

- Verbal
- Marking/ written feedback
- Peer and Self-assessment.

Verbal

This means the discussion of work with the pupil. It is particularly appropriate with younger, less able, or less confident children.

- A discussion should be accompanied by the appropriate marking code symbol in the pupil's book, or remark to serve as a permanent record for the child, teacher and parent. In some cases it may be helpful to add a record of the time taken and context in which the work was done.
- A 'VF' symbol should be used to acknowledge verbal feedback has been given.
- Use of V* for visualiser feedback.

Marking

- In English, maths and science, pupils will receive a 'deep mark' at least once a week. Written feedback will be given using two stars, 'green for great,' and one wish, 'pink for think.'
- The teacher will mark a pupil's work in blue pen.
- Each pupil will receive at least 1 formative comment each week in each of these subject areas.
- In foundation subjects there should also be evidence of self and peer assessment, with the teacher checking the effectiveness of the comments.
- All foundation work must be ticked or initialled, with corrections made for spellings and cross curricular links, in particular opportunities for extended writing across the curriculum.
- The first star should focus on the child's achievement related to the 'Can I' statements, with the second star related to a specific skill or target that the child has achieved/ met. This will also be identified for the child through the use of a green highlighter. (*Green for Growth*).
- The wish will be a next step target, which can also link to the child's 'Individual Learning Plan' if appropriate, or a question that the child can respond to. This will be identified in the child's work by a pink highlighter, 'pink for think.'
- PPA and supply teachers also need to mark and initial work guided by the class teacher.
- Targeted pupils, including vulnerable pupils, may also have target sheets at the front of their books. The target sheets will include clear time periods including date set and achieved.
- When a pupil has shown a secure understanding of a skill within their programme of study, this will also be highlighted on their Keys to Success.

Teachers need to ensure:

- There are clear and well established routines for marking books. (*Which piece of work would have the most impact of a formative comment: a skills based lesson on conjunctions, or an extended piece of writing?*)
- Written feedback provides clear next steps for **all** pupils.
- They provide opportunities for pupils to read and respond to next steps (RAR), creating a continuous dialogue that supports pupils in making progress.
- They use assessment information accurately to identify pupils' next steps in learning and to plan (or adapt planning) to support the needs of the pupils.
- They praise effort as well as attainment.
- They allow time for conferencing with pupils.

Pupils must have

- Frequent and planned opportunities to respond to a teacher's next step comments (Read and Respond - RAR).
- Frequent and planned opportunities to self and peer assess against the success criteria and 'Can I'.
- A clear understanding of their targets.

Success Criteria

Success criteria are well established as a useful breakdown of the learning. Once the learner has identified or shared a success-criteria they have a framework for formative dialogue. Success criteria are most effective when they are differentiated, class generated based on high quality examples (use of a text in English, a video or demonstration in PE or the use of an artist in art) or pupil generated.

Success Criteria can be used in all lessons and where possible, there should be two columns for self and peer assessment.

During editing and improving lessons, children should be encouraged to find evidence of the success criteria in their work.

Peer and Self-Assessment

Peer and self-assessment have a key role to play in marking and feedback, as they empower children to take control of their learning.

In line with AfL strategies, within most lessons, children should have opportunities to assess their progress (or that of others) against the agreed success criteria. Therefore, 'Learning Objectives' and 'Success Criteria' **must** be clear. Pupils **must** be able to measure their success against them so they know what they have achieved within the lesson

Self-Assessment

From Early Years, all children should be encouraged to assess their learning based on the 'can I.' Children will self-assess their learning through the use of a green pen.

Years 1 - 2

- Pupil use faces to assess their understanding.

Lower Key Stage 2 (Years 3 – 4)

The use of a 1 – 3 scale.

- 1) I can do this confidently.
- 2) I can do this with some support.
- 3) I need some extra help with my learning.

Upper Key Stage 2 (Years 5 – 6)

- 1) I can teach someone else.
- 2) I can do this confidently.
- 3) I can do this with the support of my learning partner.
- 4) I can do this with the support of an adult.
- 5) I need to revisit the learning objective.

Posters should be displayed in each classroom reminding pupils of the vocabulary related to each of the numbers.

The use of class and pupil (for older and more able pupils) generated success criteria will provide the pupils with the opportunity to identify key features in their work. This will also provide them with clear next steps in their learning. Pupils can highlight the evidence in their work.

Peer assessment

Through the use of 'learning partners,' pupils will be given the opportunity to collaborate and problem solve. The use of 'learning partners' will also be used for pupils to assess each other's work.

Through the use of agreed 'success criteria' pupils will have the opportunity to assess a peer's work. Peer assessment, when used effectively, has a range of benefits to the learner:

- Creates independent learners.
- Increases pupil's self-esteem.
- Develops resilience.
- Develops pupils' ability to recognise quality.
- Improves pupils' understanding.
- Strengthens the pupil voice in the classroom.
- Provides valuable feedback in a language that pupils understand.

The skill of critiquing must be developed and modelled by the class teacher and can be used in any area of the curriculum. Modelling verbally in PE, art and DT lessons.

Posters may be displayed in the classroom to support the self and peer assessment process.

What will this look like in children's work?

- At least once a week, formative comments using 2 stars and a wish, supported by the use of 'green for great' and 'pink for think.' Target pupil's books should be marked more often.
- Teachers marking in blue pen.
- Pink and green highlighting should be evident in pupil's work.
- Marking should be linked to the specific 'can I' with vocabulary relevant to the age and ability of the child.
- Next step targets given based on misconceptions, barriers to learning, or extending a pupil's learning.
- Pupils responding to formative comments by initialling or answering the 'next step' question during read and respond time (RAR).
- Clear dialogue develop/ing with the class teacher.
- All pieces of work to be valued by ticking/initialling as soon as practical following the lesson.
- Pupils regularly assessing their learning in green pen, through the use of the agreed numbers.
- Clear use of differentiated and pupil generated success criteria.
- All number reversals will be corrected (or redirected to the pupil).
- An appropriate number of spellings will be corrected relevant to the pupil's ability and level of independence.
- The teacher's handwriting reflecting the handwriting policy.
- An asterisk (*) indicates where a teacher has stopped the child and give some input. Children may amend their work using an asterisk (*) to indicate changes that they have made.
- There may also be evidence of the green line as a point for where pupils are expected to write to in the set time given.
- Evidence of TAs making comments related to a pupil's learning in purple pen.

Marking Codes

The following symbols will be used in written feedback:

These codes will be used by all staff

VF verbal feedback given (plus a brief summary of key points)

V* visualiser feedback given

These codes are used mainly with pupils in Reception but may be relevant to other years

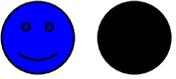
I completed independently

S completed with support

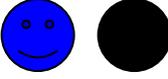
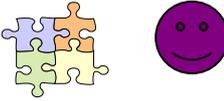
S+ completed with lots of support

Stickers (or drawings) are used to indicate the following success criteria in children's work. The children should also be encouraged to self-assess against these criteria. The children may aim to gain one, two, three or more of these depending on their writing targets. The code should be displayed in the classroom.

YR

<p>phonics</p> 	<p>finger spaces</p> 	<p>full stop</p> 	<p>CAPITAL LETTER</p> 
<p>vocabulary</p> 	<p>know what my writing says</p> 	<p>formed my letters correctly</p> 	

Y1

<p>phonics</p> 	<p>finger spaces</p> 	<p>full stop</p> 	<p>CAPITAL LETTER</p> 
<p>vocabulary</p> 	<p>connectives</p> 	<p>openers</p> 	

Year 2 Marking

* 'Stop, think and act' time



Good Language use



Excellent Language use



Word missing

Year 2 Marking

* 'Stop, think and act' time



Good Language use



Excellent Language use



Word missing



New Paragraph needed



This needs looking at

Year 3/4 Marking

* 'Stop, think and act' time



Good Language use



Excellent Language use



Word missing



New Paragraph needed



This needs looking at



Punctuation error



Spelling Mistake



Capital or lowercase needed

Year 5/6 Marking

*	'Stop, think and act' time
	Good Language use
	Excellent Language use
^	Word missing
//	New Paragraph needed
~~~~~	This needs looking at
ç	Punctuation error
Sp	Spelling Mistake
( )	Capital or lowercase needed
T	Incorrect Tense
H	Homophone (Incorrect word use)
R	Repetition (Use variety)

### Monitoring

Monitoring of the 'Feedback and Marking' policy will take place through half termly book scrutines by the leadership team and during lesson observations. When a book scrutiny takes place teachers will receive a scrutiny form with clear next steps and the date that this will be monitored.

### Moderation

It is also expected that moderation will occur regularly throughout the academic year. At South Bersted C of E Primary School there is a clear assessment overview, which includes in school and external moderation.