



Bewcastle Primary School

Marking and feedback policy

Autumn Term 2021

Signed: _____

Date:

Review Date:

Introduction

Giving feedback to pupils about how well they are doing is an essential part of effective teaching and learning. At Bewcastle Primary School we consider marking and feedback to be fundamental to continuous, formative assessment and believe that verbal feedback during lessons is of the greatest value.

Aims and objectives

The aim of this policy is to make explicit how teachers provide feedback so that all pupils learn and make progress. Feedback to pupils focuses on success and areas for improvement related to their learning. This advice enables pupils to have an understanding of the next steps in their learning. Feedback is an important aspect of every school day and plays a critical role in the teaching/learning process. The primary purposes for providing feedback are to inform pupils how they are doing, and extend learning opportunities.

Verbal feedback

At Bewcastle, we consider this to be the most important aspect of marking and feedback. We use questioning, particularly open and higher order questions, to extend children's thinking and enable them to become independent and reflective learners. We give verbal comments during lessons and after, when appropriate, making sure that children's understanding is secure, challenging their thinking and dealing with misconceptions at an early stage. We encourage children to talk about their work, and all aspects of school life, with confidence, giving them the language and understanding to explain their thinking. If verbal feedback is given, a piece of work will be marked with VF by the teacher or teaching assistant.

Written feedback

Children's work is marked with the children as far as possible and in conjunction with the verbal feedback described above. Ticks are given and dots are used if an answer is incorrect (particularly in maths). Comments are used to support the marking and may be written by the teacher, teaching assistant or student teacher, whoever is teaching the group. Comments include positive praise, relating to the learning objective; specific next steps and suggestions for improvement. The teacher notes whether work is independent, guided or supported. Teachers allow time for written comments to be responded to when necessary. Teachers also update pupil progress records regularly, based on their observations, conversations and analysis of children's learning.

At Bewcastle Primary School,

- ticks/annotations will be placed above/near elements, which reflect the learning objective and should be appropriately sized so that they do not obscure the pupils' work.
- Feedback in English and Maths will always be given during or prior to the next lesson.
- All work must be marked relating to the learning objective (either written or oral).
- If a child is absent, or has not completed a piece of work, the date and title should be written, the reason why the work has not been done and the page/space left blank.

When marking, teachers/teaching assistants will:

- Tick examples of where the pupil has met the learning objective.
- Highlight next to an aspect of the work which could be improved and annotate or discuss with the pupil how to improve as necessary.
- Tick the criteria met or, where appropriate, provide a focused comment, verbal or written, which should help celebrate success and help the pupil to 'close the gap' between what they have achieved and what they could have achieved or provide next step in learning
- Teacher feedback must be accessible to each pupil thus marking should always be specific, and aimed at the age/ability of the pupil.
- All marking should model accurate spelling, punctuation and grammar. It must be legible and accessible for the age of pupils.
- If a teaching assistant or supply teacher marks work in place of the regular teacher then they must initial the work and indicate whether the pupil was supported by an adult or worked independently.
- We expect all work to be presented to a consistently high standard and feedback will also focus on the needs for any improvements in all curriculum areas.

Spelling

The correction of spelling is important in all curriculum areas. The number of corrected words in a piece of writing should depend on the age of the child and should not be overly demoralising for the child. At KS1 spelling errors of high frequency or common exception words (appropriate to the individual and a maximum of 3) will be identified and corrected x 3. At KS2 children are encouraged to identify any spelling errors, to underline them and to use a dictionary or spell checker to correct them. Teachers work with the child to identify any missed high frequency words or common exception words (as appropriate to the individual). The following is a guide to inform teachers about the appropriate number of spellings to correct in each year group:

- Key Stage 1- between 0 and 3 words
- Key Stage 2 - between 2 and 7 words

Self assessment

Children are given the opportunities to evaluate their work against the learning objective or learning question, which may be discussed with the class teacher, TA or reflected upon with the class. This also happens during ongoing dialogue throughout the lesson, with the Class Teacher and TA.

Sometimes the children are asked to assess their own piece of work, according to specific criteria. When they are ready, children are encouraged to write comments about their own work and older children may sometimes be the first markers of a piece of work.

Peer assessment

Children are given opportunities to work in pairs or groups to assess work in a range of contexts. They are encouraged to give good verbal feedback and may use written comments under the direction of the teacher or teaching assistant.

Parents

Parents are given the opportunity to look at their child's work and discuss it with the class teacher at parent evenings. They are also welcome to come into school to discuss progress and any questions that they may have about their child's learning.

Others

Marking enables the Head teacher, leaders, governors and others to monitor and evaluate teaching and learning throughout the school, particularly through work scrutiny. It provides evidence of the quality of teaching and learning, particularly focusing on children's understanding and their own self-assessment.

Marking codes

Following this review, we have agreed to use a set of codes to ensure consistency in marking throughout the school:

VF – Verbal Feedback

IW – Independent Work

SW – Supported Work