

# BOUGHTON-UNDER-BLEAN & DUNKIRK METHODIST PRIMARY SCHOOL



## FEEDBACK POLICY

Reviewed: September 2017

Next Review Date: September 2018

Signed.....Chair of Governors

# **Boughton-Under-Blean & Dunkirk Primary School**

## **'Dream, Believe, Achieve Together'**

We aspire for all our children to become confident, happy and caring individuals who achieve personal success and develop a love of learning and a life built upon our school values.

**Boughton-under-Blean & Dunkirk is a Methodist Primary School and our Methodist values are at the heart of everything we do.**

- Forgiveness
- Friendship
- Trust
- Justice
- Perseverance

**These are then underpinned by our learning values.**

- Communication
- Independence
- Aspiration
- Engagement

**Our whole school ethos is built upon and guided by them. Every school policy is written with this in mind.**

### **Boughton-Under-Blean & Dunkirk School Feedback Policy**

#### Rationale

Boughton-Under-Blean and Dunkirk School is committed to providing relevant and timely feedback to pupils, both orally and in writing. Marking intends to serve the purposes of valuing pupils' learning, helping to diagnose areas for development or next steps, and evaluating how well the learning task has been understood. Marking should aim to be a process of creating a dialogue with the learner, through which feedback can be exchanged and questions asked; the learner is actively involved in the process.

### We aim to:

- Provide consistency and continuity in marking throughout the school so that children have a clear understanding of teacher expectations.
- Use the marking system as a tool for formative ongoing assessment
- Improve standards by encouraging children to give of their best and improve on their last piece of work
- Develop children's self-esteem through praise and valuing their achievements
- Create a dialogue which will aid progression

### Principles of Good Marking & Feedback

Good marking or annotation of children's work should:

- Relate to the learning intention, success criteria or individual targets for each child
- Involve all adults working with the children in the classroom
- Give recognition and praise for achievement and clear strategies for improvement
- Allow specific time for children to read, reflect and respond to marking & feedback
- Inform future planning and target setting
- Use consistent codes across the school
- Where appropriate involve children marking their own and others' work
- Be seen by pupils as a positive approach to improve their learning
- Encompass opportunities for pupils to read and reflect on written comments

### How do we mark children's work?

Boughton- Under-Blean & Dunkirk School makes use of a variety of forms of marking/feedback:

#### Verbal Feedback

The school recognises the importance of children receiving regular oral feedback. This may be to correct a child's understanding or to extend the child's learning. The work will then be ticked and initialled and a stamp used to indicate that verbal feedback has been given.

Children of all ages need oral feedback but this is particularly important in the early years and KS1 where children may be unable to read a written comment.

In Early Years, the children work mostly in small groups. The teacher will always discuss the work with the child and give feedback orally, therefore, aspects of the marking code are not appropriate, and work may be neither

ticked nor initialled. Written comments are not usually used as feedback for the child but may:

- Provide an explanation of what the child has produced (eg. A description of a picture; a comment made by the child about the picture; the writing decoded for others to read.)

### Formative Feedback / Marking

Some pieces will be marked in greater detail and should always relate to the learning intention and any success criteria formulated as part of the lesson or unit of work. Marking should provide a focused comment which should help the child to 'close the gap' between what they have achieved and what they could have achieved. Useful closing the gap comments are:

- A reminder prompt (e.g. 'Think of a better word than bad.' 'What else could you say about the prince's clothes?')
- A scaffolded prompt (e.g. 'What was the monster doing?', 'What kind of monster was he?', 'The monster was so angry that he...', 'Change bad for a word that makes him sound more scary.')
- An example prompt (e.g. Use one of these words instead of bad -ferocious, terrifying, evil.). This type of prompt will begin to widen a child's vocabulary.
- Children must be given the opportunity to respond to the marking of their work e.g. making corrections, responding to questions or comments or talking to the teacher. It is important for the teacher to comment on the child's responses.
- The teacher should mark in black pen and the child should respond in green pen.

### Shared Marking

Teachers sometimes use a piece of work from a child (with their agreement) to mark as a class/group, on the white board. This enables the teacher to model the marking process and teaches particular points at the same time.

### How do children evaluate their own learning?

#### Learning Intentions, Traffic Lights and Smiley Faces

At Boughton-Under-Blean & Dunkirk School learning intentions are made clear to children and will also be written or provided at the top of a piece of work. At the end of lessons, children will be asked to mark next to the learning intention whether they feel they have met the objective or not using traffic lights (green, amber, red) to indicate what has been understood, partially understood or not understood. Similarly teachers and teaching assistants will mark whether they feel the child has met the learning intention or not using smiley faces e.g. grinning smiley face, smiley face or a straight face.

### Success Criteria and Self-Marking

Teachers will provide specific success criteria for children to refer to during lessons so that they can evaluate their learning. This may also be provided in written form for children to tick either as they work or when they have completed a piece of work. At times it will be appropriate for these success criteria to be drawn up with the children as part of the lesson. Children are encouraged to identify both successes and areas for improvement e.g. two stars and a wish.

### Paired Marking

As the children's confidence with marking their own work against personal targets or success criteria grows then they may be expected to sometimes mark work in pairs.

Children will need to be taught how to engage in peer assessment through a variety of techniques, including:

- Modelling of how to assess a piece of writing
- Development of sentence starters for comments, in order for them to give written feedback
- Ground rules should be decided as a class and adhered to
- Children should be given the opportunity to respond to the marking of their work e.g. making corrections, responding to questions or comments or talking to the teacher

### Agreed Marking Code

- All children who worked with a TA should have their work stamped with 'TA assisted work'.\*
- All children who worked in a focus group with the CT should have their work stamped with 'Teacher assisted work'.
- 'Verbal feedback given' should be stamped on any work where this has been the case and the child expected to make a comment based on the feedback given.\*

*The following points detail the correction of mistakes in a child's work. However in upper KS2, and particularly in year 6, children should be guided to mistakes rather than specific errors highlighted in order to develop independence and editing skills.*

- Spelling errors should be indicated using a wavy line under the word (up to 3 per piece of work) and these words should be written out in a list at the bottom of the piece of work for pupils to practice.
- CL is used to indicate that a capital letter is missing and is underlined
- Where full stops are missing the error is circled in KS1
- A circle is used to indicate punctuation errors (up to a maximum of three) from the beginning of the piece of work in KS2
- // indicates a new paragraph is needed
- √√ is used to demonstrate good use of language or punctuation
- A dot may indicate a section of work that needs checking, especially in maths (crosses are discouraged)

- An upturned v can represent a word(s) missing
- ? may be used to indicate if something doesn't make sense
- :D is used to indicate that the learning intention has been achieved by the pupil
- ☺ is used to indicate that the learning intention has almost been achieved
- :| is used to indicate that the learning intention has not been met
- Teachers mark in black pen
- GPW show the task children need to complete to improve their work or understanding
- A \* indicates where the GPW may point to
- Children respond to feedback in green pen.
- House Points may be given out to pupils for good learning and attainment. This is indicated with 1HP

### Monitoring and judging marking

Marking is monitored and evaluated:

- by peers through meetings, TA meetings and key stage meetings
- by senior leaders in book scrutinies
- by subject leaders and senior leaders through lesson observations

It is a **minimum** expectation that through marking:

- All children are set relevant, accurate targets on a regular basis
- Self-assessment is a regular activity: children know what they are good at and what they need to do to improve
- Children revisit and respond to previous learning through written, post-task questions
- Children respond to personalised comments from teachers

All teachers should aspire to achieve exemplar marking which would show that:

- Strategies exist to acknowledge/celebrate the achievement of targets
- Children are involved in setting targets for improvement
- There is a very good level of response to personalised comments from teachers
- There is some subsequent response from the teacher
- Comments from the teacher are particularly focused and diagnostic, revealing very good subject knowledge
- Children actively demonstrate understanding of targets set