

Burstwick Community
Primary School



Branching Out
Into The Community

BURSTWICK COMMUNITY PRIMARY SCHOOL

MARKING AND FEEDBACK POLICY

At Burstwick Community Primary School, we aim to provide a safe, secure and stimulating environment within which all children feel cared for, supported and happy, where children can achieve highly and let their imagination flourish.

We aim to prepare children for adult life and the world of work through developing an enthusiasm for learning and a willingness to persevere in the face of challenge.

Believe, Unique, Resilient, Safe, Tolerant, Worthy, Independent, Creative, Kind-hearted

We are **BURSTWICK!**

Aims

At Burstwick Community Primary School, we believe that learning should be a lifelong process and that we should foster a love of learning and thirst for knowledge in our children. Through our teaching, we focus on inspiring children to learn; equipping them with the skills, knowledge and understanding necessary to be autonomous learners who reach their potential. We believe that appropriate teaching and learning experiences contribute to children becoming successful learners, going on to have a wealth of choices in education and lead rewarding lives as responsible citizens.

Rationale:

We believe marking and assessment should always have a purpose and any learning and work marked should give clear, constructive feedback to the child - focusing on success and improvement needs against learning intentions. This will enable pupils to become reflective learners and helping them to close the gap between current and desired performance. It should inform teachers as to what the next step for that individual child is. Teachers might comment on effort, attainment and ways to improve.

The Department for Education's (DfE) guidance on marking and feedback states *'that all marking should be meaningful, manageable and motivating, and should serve a single purpose – to advance pupil progress and outcomes'* (Reducing Teacher Workload, DfE 2018)

Effective marking is a key tool in providing feedback to children so that they are clear what they can do well and what they need to do in order to improve and extend their learning. It also forms a part of formative assessment, which is essential for teachers to refine and hone planning to allow children to move swiftly towards the desired Learning Intention (LI).

Effective feedback comes under three main headings:

- ✓ **Specific Achievement** – The feedback identifies aspects of successful achievement and/or progress. This relates directly to the Learning Intention (LI) set for the child.
- ✓ **Specific Improvement** – The feedback identifies where mistakes or misconceptions lie and how work can be improved.
- ✓ **Specific Extension** – The feedback identifies where further understanding can be explored to deepen learning and/or extend higher order thinking.

When feedback is specific and provides opportunity for specific response, it enables effective progress to follow. Effective feedback is dependent upon positive relationships and a culture of trust and respect between teacher and pupils. Only in such an environment, can feedback truly flourish and be received and welcomed

- ✓ *Feedback should focus on the task, not the learner*
- ✓ *Feedback should be as clear and specific as possible*
- ✓ *Feedback should promote a learning goal orientation via feedback*
- ✓ *Pupils should make pupils aware, see and accept where they have made mistakes.*

(John Hattie 2011)

Marking is one type of feedback; written feedback can be effective when its use is purposeful and within clear parameters. All types of feedback should be viewed through the lens of "how does this promote pupil learning and pupil confidence, and what is the impact on pupil progress?"

Responsibilities

It is the responsibility of all class teachers and other adults to ensure that this policy is consistently carried out, enabling children to respond to feedback tasks.

It is the responsibility of all class teachers and other adults working with children to ensure that all work is marked on a daily basis and the use of the Assessment for Learning Record Sheet is used.

Each subject leader has the responsibility for monitoring that the policy is being consistently carried out in their particular subject. Likewise, the SENDCo has responsibility to ensure that the policy, practice and marking is appropriately adapted and implemented for children with identified SEND.

It is the responsibility of the Senior Leadership Team and Headteacher to ensure that effective marking and feedback is monitored and evaluated as part of the quality assurance of teaching and learning across the school.

Teachers:

- Assessment for learning will relate to Learning Intentions (LI).
- Use both peer and self-assessment in lessons, providing time for children to assess their learning and become reflective and self-managing.
- Use assessment for learning to shape future planning, teaching and learning.
- Be sensitive and constructive when giving feedback.
- Assessment should take account of the importance of learner motivation.
- Time must be given to make improvements to learning. 'Response time' is used at the beginning of the next learning session where appropriate. This is more prevalent in English and Maths than most other subjects.
- Time is given to reflect upon and respond to teacher's comments.
- Marking and feedback should be manageable for all teachers. Therefore, 'close the gap' marking should not be used on all work but in writing throughout the curriculum where it is appropriate.
- Whenever possible, marking and feedback should involve the child directly and can be given verbally (VF with a comment/word prompt) rather than as a written comment. (This must be acknowledged next to their work.)
- Written comments can be included if the teacher wishes to do so, but it is not a requirement. It is far more effective that children are aware of what they can do well and this is highlighted in their work. We celebrate success whenever, and wherever, possible.
- Marking will normally be done by the next lesson in that subject, although this may not be always possible for longer pieces of work.
- Comments written by staff should be neat, legible and written in blue. It is expected that staff will follow the school's agreed handwriting policy to emphasise the style of writing for all children.
- Closed tasks can be marked using ticks, crosses and the Learning Intention (LI) always highlighted in **Green**, **Yellow** or **Red** to signify security, working towards or not achieved the LI. There are occasions when the LI may be highlighted using **Blue**. This signifies that the child has exceeded the LI and is demonstrating applied learning.
- In Mathematics, if a child has a misconception, then a written example should be given and work set for them to do in line with the example.
- Marking may be done by the teaching assistant (initialled) when they have worked with a group.
- A consistent way of marking will be used throughout the school. Children will be able to talk about the marking and how the marking helps their learning move on.

- *Written comments on children's learning is at the discretion of the teacher and will only be used where it is pertinent to do so.*

Pupils:

- All children will write with a black pen or pencil. The teacher will mark in **BLUE**.
- All children will use a **PURPLE** pen when they mark their own or someone else's work. Where pupils have marked another person's work, it must be initialled by that person.
- All children will use a **GREEN** pen to improve their own work and show that they have acted on the advice of the teacher or person marking their work.
- Children will be given dedicated time to read, reflect and respond to marking. They must write their name next to the comment to show that it has been actioned. (Response Time). this must be done in Green pen
- The children will be encouraged to self-mark and evaluate their own or others' work wherever possible, however, it is expected that the teacher must always review this marking.
- Marking will be seen by children as being positive to improving their learning.

Feedback must have a positive impact through supporting pupils to focus future learning on areas of weakness, through identifying and explaining misconceptions, through supporting them in taking greater responsibility for their own improvement or through increasing pupils' motivation to improve.

Implementing feedback successfully will require:

- communicate with pupils, teachers, and parents, about practices and expectations that relate to feedback policies,
- assessing pupil understanding, so that you know what needs to be improved,
- consider the 'opportunity cost' associated with different feedback practices,
- ensuring that feedback can be acted upon, for example through including specific information on what a pupil has done successfully or not, assisted with an explanation as to why,
- carefully considering how feedback will be received, including impacts on self-confidence and motivation,
- providing opportunities for pupils to act-upon the feedback after it has been given,
- evaluating how effective the feedback has been.

Feedback varies in length. Some function as short, targeted approaches that address pupil misconceptions within the space of weeks or even days. Alternatively, others are used as more extended methods of tracking and supporting pupil progress over many months. (Putting Evidence to Work – A School's Guide to Implementation)

Staff should deliver effective feedback that provides pupils with the necessary information to improve performance.

Safeguarding

The school is committed to safeguarding and promoting the welfare of all children and staff. We expect all staff and volunteers to share this commitment. Through the construction and writing of policies, we share our commitment; and through our curriculum provision, safeguarding is taught both explicitly (directly) and implicitly (indirectly).

We believe that all children have the right to learn in a supportive, caring and safe environment, which includes the right to protection from all types of abuse. Staff are vigilant for signs of any child in distress and we are confident about applying our safeguarding procedures to avert and alleviate any problems.

Monitoring and Review

Burstwick Community Primary School's Marking & Feedback Policy is monitored regularly by the Senior Leadership Team (SLT), who report to the governors about its implementation and effectiveness. This is to

be done through regular work scrutiny and will be monitored for whole school consistency and evaluated for impact on children's learning and outcomes. Governors are kept informed via the termly Headteacher's Report.

This Policy will be reviewed at least once a year through discussion with all staff and Governors.

This policy will be reviewed annually.

Review date: September 2026

Headteacher: Mr. Ian Cutts

Chair of Governors: Mr. Andy Johnson

Signed:

Signed:

Date:

Date:

(shaded statements illustrate similarity of tasks/response requests across maths and writing.)

Writing Prompts	Maths Prompts
Read your work – can you add... (3 full stops, an adverbial which says where, a question mark, etc)	Look back at your work – can you add...(your method, a number line)
Try to find the sentence which needs to be changed /doesn't make sense and improve it.	Can you find where you went wrong?
How could you check this?	How could you check this?
Now try these... (if activity writing about prompts/pictures/adding punctuation/Grammar)	Now try these... (extension questions/Consolidation questions)
	If the answer was What could the question be?
Is there another way you could write this information (highlight sentence)?	Is there another way you could do this?
Can you find a way you could write this in a shorter sentence?	Can you find a quicker way of doing this?
Finish this sentence:	Finish this sentence: (Explaining work)
Fill in the blanks:	Fill in the blanks: e.g. $2 + 6 = 6$
Highlight the sentence where you have used... (adverbials, connectives, correct punctuation, speech marks, persuasive language, etc)	Highlight where you have used (column method, grid method, a strategy to check your answer, etc)
Boom! This sentence by adding	
Tell me 1/2/3 reasons why I should give you a Wow! Point for this work.	Tell me 1/2/3 reasons why I should give you a Wow! Point for this work.
Tell me ... that have ...?	Tell me ... that have ...?
Tell me two sentences that have adverbials.	Tell me two numbers that have a difference of 12.
What ... would you use to...? e.g. What word would you use show me what the character is feeling?	What ... would you use to...? e.g. What unit would you use to measure the width of the table?
	What are the ... of ... ? What are the factors of 42?

Please write another ... connective/sentence that shows me how the caterpillar moved.

What is another ... method that might have worked?

Show me how you think this sentence would work with ...adverbials/connectives/adjectives.

Show me how you think this will work with ...other numbers/3 digit numbers?

Verbal: Please talk me through what you have done so far.

Verbal: Please talk me through what you have done so far.

Show me how you could write it with ... adverbials, connectives, punctuation?

Show me how you could do it with ... simpler numbers ... fewer numbers ... using a number line?

What would happen if...?

What would happen if...?
e.g. What would happen if you started with 52?

What new words today? What do they mean?

What new words today? What do they mean? What maths words also mean...?

Would it work with different numbers?

What if you could only use...?
e.g. Short sentences, complex sentences, The adjectives for sight and sound?

What if you could only use ...?
e.g. Multiples of 5, 3 digit numbers, numbers less than 0?

What if you could not use...?
What if you could only use...?
Short sentences, simple sentences, the adjectives for sight?

What if you could not use...?
Multiples of 5, 3 digit numbers, numbers less than 0, one digit numbers?
