



Feedback and Marking Policy

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Purpose and Principles of feedback and marking

At Barton Hill Academy, we recognise that feedback and marking, as a key formative assessment strategy, can have a significant impact on learning, raise standards and improve the quality of work. Feedback forms an integral part of our assessment system. It is vitally important that sensitive and accurate marking is used to facilitate pupil progress and enable staff to make informed judgements about a child's progress.

Feedback is information given to the learner and/or the teacher about the learner's performance relative to learning goals. This feedback can be verbal, written, or can be given through tests or via digital technology. It can come from a teacher or someone taking a teaching role, or from peers. Its sole aim is to support pupil progress and achievement.

How children's work is marked and the nature of the feedback given to them has a direct bearing on learning attitudes and future achievements, therefore consistent and precise marking and feedback is essential through each year group, across the school.

At Barton Hill Academy we have 4 key principles for feedback and marking:

1. Teacher feedback is formative and personalised – it tells the learner where they are and what they need to do to move learning on
2. Work is marked against the I can statement/ Success Criteria
3. Teacher feedback reflects their knowledge of the learner's specific need
4. Teachers actively plan for reflection time

Guidance for teachers

We believe feedback and marking should provide constructive information to every child, focussing on success and improvement needs against the I can statement; enabling children to become reflective learners and helping them to close the gap between current and desired performance. It must at all times be a positive experience so children are encouraged and motivated to do their best. Through feedback and marking children are also encouraged to take pride in their work and achievements.



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Marking enables teachers to assess the knowledge and skills being taught. It allows staff to make accurate and informed judgements of children's achievements and inform future planning. In this way, it enables teachers to identify when pupils are struggling, when they have consolidated learning and when they are ready to progress. In essence, it enables teachers to understand pupil performance on a continuing basis.

Sharing learning objectives and success criteria with pupils

At Barton Hill Academy teachers share the lesson objective (I can statement) and success criteria with pupils in every lesson. Good feedback depends on all learners understanding what they are being asked to learn and more importantly, why. All pupils need to understand the big picture. Understanding how a particular activity fits into long term aims is important in connecting learning. Peer and self-assessment is impossible if pupils don't know what is expected of them. Where appropriate, marking ladders are used to show children how they can be successful. Marking Ladders enable teachers and pupils to evaluate themselves against the success criteria. They are to be stuck in the books after a piece of writing and used as an evaluative tool.

Providing feedback which leads pupils to recognise their next steps and how to take them

At Barton Hill Academy, we recognise that feedback is on-going and can take place within the lesson or away from the lesson through distance marking. Staff ensure there is a balance between oral feedback and distance marking during the course of a week. Pupils need to be informed of what they have achieved and what they need to do next to improve. Feedback that focuses on what needs to be done can encourage all to believe that they can improve.

At Barton Hill Academy we ensure all work is marked using black pen. Pink highlighters are used to indicate success towards the I can statement or success criteria and green highlighters show areas for improvement. Next step marking (to be on each maths and English piece of work) asks the child to revisit an aspect of their work improving it so that the improvement can then be built on in the next piece of work. Alternatively it is used for a pre – teaching activity before the next lesson. Children must respond to this next step marking in purple pen before each new lesson.

Expectations, Presentation and Standards

Teachers need to be explicit about standards of expectations which must be modelled clearly during the whole class teaching – we are role models for the standards that we expect. This includes quality and quantity of writing tasks; correct and appropriate methods for calculating as well as presentation. Teachers should insist that all pupils: underline dates and I can statements with a ruler using a pencil; use a ruler to draw straight lines; copy dates and titles



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correctly unless a teacher either writes this in for them or they are given a sticker with this on (EYFS/ KS1); start all work next to the margin; Use indent to indicate paragraphs from year 1. Do not leave a line to show paragraphs; use individual squares to write numbers; use number questions in a circle in maths; fold pages in half in maths and work down one column then the other; use legible fluent cursive handwriting at all times.

Ensure all work is excellent and take pride in it

Marking and Feedback in the Early Years Foundation stage

In Nursery and Reception, teachers should focus on giving oral feedback to the children but may write a comment with the child detailing how a piece of work has been achieved. It may be appropriate for an adult to work with a child/ group to complete more basic improvement points such as practising to write letters/ numbers.

Written feedback in English, Theme and Mathematics books

All marking should be linked to the success criteria and learning objective of the lesson so that children know how they have been successful and what they need to do in order to improve in the next session – this should take the form of a next step prompt/ question.

Margin marking is also used.

The teacher will indicate in the margin an area on a specific line that needs attention. The child must find the spelling/ aspect of grammar or punctuation that needs addressing and correct it. The marking symbols are at the end of this document.

Response to Marking

Each class timetable contains specific time for pupils to read, reflect upon, and respond to marking in maths and English, thus enabling them to have an opportunity to develop their work using staff feedback.

Target Setting (Using checklists)

Staff ensure that targets have been set for maths and English using the checklists in the front of English, maths, Reading, Theme and Progress books for each individual pupil and that these targets are monitored and assessed daily. Pupil's targets assist them in meeting the next steps in their learning. Children are regularly asked to review, reflect and respond to their targets. This is recorded in the front of pupils books on the checklists.



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Shared Marking

Shared marking connects pupils both to a style of work and the process of marking. At Barton Hill Academy we organise shared marking by:

- ✓ Using a piece of work from an unnamed child in another class (previous year group) on a visualiser or interactive whiteboard to model the marking process.
- ✓ Showing 2-3 pieces of work that have all met the success criteria but are of a different quality, discuss and identify strengths of each piece.

Peer and self-assessment

Peer and self-assessment have a key role to play in marking and feedback. They empower children to take control of their own learning. In line with AfL strategies, within most lessons children should have opportunities to assess their progress (or that of others) against agreed success criteria. In all lessons we need to be explicit about our success criteria so that feedback can be specific and meaningful. Children need to be trained in how to peer and self-assess meaningfully, in order that time spent in lessons, on this, is beneficial to the learning outcome.

In all work pupils self-evaluate their achievements relating to the I can statement and success criteria. The language used to do this is dependent on the age of the pupils. On a regular basis children are given opportunity to self-assess their work using 'top banana' (a yellow highlighter to show the aspect they are most proud of). This is carefully modelled to children so they become skilled in assessing themselves against the success criteria.

Monitoring

These guidelines must be used consistently throughout the school by sampling marked work; through planned work scrutinies with SLT and Phase teams as well as pupil progress meetings. Feedback on the use of the policy will be given during staff meetings or with individual members of staff.

It is the responsibility of the **class teacher** and **TA** to implement the policy in the classroom.



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




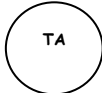
It is the responsibility of the **Phase Leader** to monitor marking and ensure consistency in the implementation of this policy across their phase. This is to be done collaboratively during phase meetings but also through regular book looks by the Phase Leader. Feedback will be provided to classroom teachers on the impact of feedback and marking evidenced in books.

Subject Leaders must monitor books on a termly basis and provide feedback to classroom teachers on the impact of feedback and marking evidenced in books.

Senior Leaders will oversee the use of this policy and secure any necessary provision for children with special educational needs.

Marking symbols

Staff are expected to use the following symbols when marking. All staff must ensure that the children in their classes understand the language used to describe marking in their books.

Symbol	Explanation
	Verbal feedback
	Independent work
	Supply
	Guided
 	Target Achieved/ Target Met
?	Missing date or title
▲	Inserted word
//	New paragraph or line
_____	Spelling mistakes (Corrected by staff max 5)
~	Grammar mistakes (Corrected by staff max 3)
←	Write by the margin
→	Indent
↑	Leaving too many lines



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	Finger space
• ○	In Maths, dot for correction and circle the mistake

