

BARKER'S LANE COMMUNITY SCHOOL

Effective Feedback Policy (inc. marking)

Introduction

Effective feedback forms part of the assessment for learning process at Barker's Lane and is an assessment of children's progress. Feedback including marking is part of our whole school assessment policy. Effective feedback encourages, motivates and informs the next stage of learning for each child.

Aims of Effective Marking

At Barker's Lane Community School we aim to:

- Be consistent with our feedback and marking; providing honest comments to motivate and encourage children towards meeting high expectations and standards of achievement.
- Encourage, support and praise children – celebrate success, boosting confidence and self-esteem.
- Provide positive feedback to take each child forward with their learning.
- Mark in the presence of the child wherever possible, to facilitate discussion or clarification.
- Focus on specific 'steps to success' to monitor progress and inform future learning.
- Encourage self and peer reflection / assessment as part of the feedback process.

Implementation

Feedback should be provided for children as soon as possible, this is often verbal and an on-going part of any lesson.

All work should be marked as soon as possible, preferably in the presence of the child by the teacher responsible for the particular activity / lesson (including support staff, supply staff and trainees).

We recognise that this isn't always possible and plan strategies to ensure a fair balance of verbal / written feedback. **Also time for children to reflect on current and previous work and comments they may have been given is very important.**

Where it is not possible to mark in the presence of the child, the teacher should note any child / children who are experiencing difficulties / exceeding learning intentions to talk to the child as soon as possible and to ensure work is appropriately planned for next steps. The phrase 'See Me' is avoided at all times, to encourage independence occasionally, a comment or question such as '*We need to go through this together*' or '*Can we look at this again together please?*' could be used where necessary.

We avoid using crosses to indicate any errors a child has made, using a dot for example to indicate the need for self-correction.

Children are always encouraged to present any written work neatly, therefore staff / peers are expected to model good presentation in their marking of work e.g. correct letter formation with younger children; legible handwriting; etc.

Comments and targets are always written in the appropriate language for the individual child's age, stage of development and ability.

Effective Feedback & Marking Guidelines

To ensure continuity of marking and consistency across the school, we use the terms FEEDBACK and FEED FORWARD.

Feedback refers to positive comments about the piece of work which usually link to 'steps to success' for the particular learning intention. A star symbol was agreed with the School Council for this: 

At least two positive comments are given which relate to the 'steps to success'.

Stamps / stickers are also used to celebrate success.

Feed Forward is the next steps in learning (i.e. an element of the 'steps to success' that a child needs to work on or how they can relate this learning to another aspect of their work / home / real life scenarios.

The School Council asked for an arrow symbol to indicate this: 

A lightbulb symbol is used to indicate applying skills: 

All staff avoid using red pen to mark work.

Maths

— under the numeral to identify numbers which are written incorrectly

- small dot next to the answer to indicate 'think again'. Corrections are written immediately or during reflection time to the side of the original work. This can be teacher or peer marked.

Foundation Phase Language Work / Writing across the curriculum

At appropriate stage of development:

-  word underlined to indicate a spelling error. A maximum of 3 key words will be identified, although this is left to the discretion of the teacher depending on child's ability. Correct spelling of target vocabulary is practised at the bottom of the page by the child if teacher deems this appropriate.

Key Stage 2 Language Work / Writing across the curriculum

-   to indicate a full stop / other punctuation mark is required (adaptable)

Capital letters are corrected if necessary after children have previously been encouraged to check their work.

// in the margin to indicate a new paragraph is needed

^ omissions


sp

word underlined and **sp** in margin indicates a spelling error.

A maximum of 3 key words will be identified, although this is left to the discretion of the teacher depending on child's ability. Correct spelling of target vocabulary should be written at the bottom of the page by the child.

It is important that handwriting and spelling are not 'over-marked' to distract from the quality of a piece of work, unless this is part of the 'steps to success'. Teachers use their professional judgement and knowledge of the child to ascertain whether the standard of handwriting / spelling is appropriate for that individual child.

Other marking and feedback includes 'home-school reading diaries', these are read by staff and positive, encouraging comments are made to celebrate success and support next steps.

Rewards

Stars and stickers are used to reward children and provide instant feedback on success. House points are also used in the Juniors (maximum 5 awarded at any one time).

Self / Peer Assessment & Marking

Opportunities for self and peer marking are regularly provided, particularly as children progress through the school. At Barker's Lane Community School all staff ensure sensitive comments are modelled for pupils prior to any self / peer marking or assessment.

We use a visual system to support self and peer assessment throughout the school until the end of Y3.

These symbols are used and supported with examples of appropriate language when explaining to pupils.



I'm happy / I achieved this / I did this without any support / This was easy!



I'm a little unsure / I needed some help / I would like some more time to think about this.



I need some more practise / I'm very unsure / This was difficult for me / I need more time to think with support.

In Y2 and Y3, children are encouraged to use their 'steps to success' to write a small comment for themselves as well as their visual symbol.

From Y4 onwards, the children use the same format as the teacher and are usually expected to self or peer assess every piece of work. They are expected to identify two aspects of the 'steps to success' that they are particular proud to have achieved (this is encouraged to relate to their longer term target if appropriate, or something they have previously been particularly challenged by) and either a 'feed forward' which relates to the 'steps to success' that they need to work on or how they can apply their learning in another situation.

Equality

Equality is always observed with positive attitudes being developed. We will not unlawfully discriminate on grounds of age, disability, gender, gender reassignment, race or ethnicity, religion or belief, sexual orientation, marriage or civil partnership, pregnancy and maternity or on the grounds of Welsh language.

All pupils, their parents and guardians, volunteers, staff and school governors are valued and will be treated with dignity and respect. The school will not tolerate any form of discrimination, harassment or victimisation.

We will work across our school community to ensure our commitment to equality and fairness is shared and take steps to ensure that our school is accessible, welcoming and inclusive.

Monitoring and Review

Monitoring the quality and standards of feedback including marking is the responsibility of the SLT and all Curriculum Leaders. Any specific targets which relate to this are recorded on our School Improvement Plan and shared with staff and governors termly.

This policy was compiled by Miss Taylor and Mrs C Humphries in January 2016 in consultation with all staff and the governing body. It was reviewed in June 2017.

The next review will take place following any changes to school policy or in Summer 2020 at the latest.

Early Years & Year 1

Learning Intention:	
Activity:	
Feedback 	<i>Chosen from 'steps to success'</i>
	
 	Feed Forward <i>If LI not achieved, the feed forward is chosen from the steps to success or may possibly be from 'expected criteria' e.g. forming a letter or number Where children have achieved the LI, they note how they might use their learning.</i>

Verbal feedback and stickers are the usual method of celebrating success with the children and supporting them to understand their next steps.

Where any evidence of learning e.g. photographs, pictures, written work is recorded in their books:

Nursery

- Photographs are annotated by staff, this can take the form of a learning story to involve the child in reflection and stickers are awarded.
- Focus tasks which involve pictorial / written work a focus marking slip is used.

Reception & Year 1

Language, Literacy & Communication

- Focus task marked using focus marking slip by adult during / after discussion with the child.
- Children self-assess their work using a stamp and the coloured faces.

Maths

- All daily number / calculation based tasks marked with ✓ or ● and appropriate stamp. Where a ● indicates a 'think again about this', the child is expected to try again and write the answer at the side.
- Other tasks e.g. problems solving are marked using a focus marking slip.
- This work is also annotated with I, S or 1-1 to indicate 'independent, supported or 1-1' work.
- Children self-assess their work using a stamp and the coloured faces.

Topic

- Focus tasks marked using focus marking slip by adult during / after discussion with the child.
- Children self-assess their work using a stamp and the coloured faces.
- *Y1 children are supported by the adult they are working with to peer assess a focus task.*

Years 2 & 3

Using an organised rota based on a range of learning intentions and activities across the curriculum, the following is undertaken:

Focus Marking

Self assessment using coloured faces

Feedback	★	<i>Chosen from 'steps to success' by the teacher, usually in discussion with the child</i>	<input type="radio"/>
	★		<input type="radio"/>
	Feed Forward		
	<p><i>If LI not achieved, the feed forward can be chosen from the steps to success or from 'expected criteria' if a written task.</i></p> <p><i>Where children have achieved the LI, a question is usually posed asking how they might use their learning.</i></p>		

Self Assessment

Children use a stamp and indicate how they have understood their work with coloured face.

For a 'green face' indicating I have understood, they choose one of the 'steps to success' and note this.

For an 'amber or red face' they indicate one of the 'steps to success' they have found difficult and want to work on.

This work is reviewed by the teacher, sometimes with the child, for example in maths where work is often marked quickly and errors indicated with a ●. The child is then expected to have another look at this. However this can sometimes be in non-contact time. Stamps are awarded by the adult for the quality of work.

Peer Assessment

Focus tasks are peer assessed with the support of an adult to model appropriate language, a stamp is used to indicate this:

Each child usually completes their own slip as above together with their peer. *This decision was based on feedback from the children.*

Stamps are awarded by the adult for the quality of work.

Years 4, 5 & 6

Self Assessment

All work is self-assessed by the child themselves (sometimes this can be with a peer challenging / supporting them). The following slip (or structure if child has moved on from using slip) is used:

Feedback 	<i>Chosen from 'steps to success', usually what the child is more proud of or something that previously had been a challenge for them</i>
	
 	Feed Forward <i>If LI not achieved, the feed forward is chosen from the steps to success or may possibly be from 'expected criteria' if a written task. Where children have achieved the LI, they note how they might use their learning.</i>

The teacher reviews this work, sometimes with the child, for example in maths when work is marked throughout and errors are indicated with a ●. However often other areas can be in non-contact time. Each statement / comment from the child is ticked if the teacher agrees with it and stamps are awarded in the following way:

	This indicates a very high standard of work and very good self reflection. <i>3 house points</i>
	This indicates a very high standard of work, but that the self reflection needs more consideration. <i>2 house points</i>
	This indicates a good standard of work. <i>1 house point</i>

Work that is of an adequate / unsatisfactory standard is discussed with the child, usually as part of the lesson, if not always after the teacher has reviewed this.

Peer Assessment

Where peers support and challenge each other with their work, a stamp is used to indicate this:

Each child usually completes their own slip as above together with their peer. *This decision was based on feedback from the children.*

Focus Marking

In addition to reviewing work and self-assessment, teachers regularly focus mark work to indicate clearly where children have achieved 'steps to success', recognising good examples in their work and providing constructive feedback to improve. Teachers use their professional judgement as to where focus marking will really improve a child's learning, and then provide time for children to reflect on this.