

BARKER'S LANE COMMUNITY SCHOOL

Effective Feedback Policy (inc. marking)

Introduction

Effective feedback forms part of the assessment for the learning process at Barker's Lane and is an assessment of children's individual 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 to help develop their individual progress.
- 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 'learning intentions' and 'steps to success' to monitor individual 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. The teacher responsible for the particular activity / lesson (including support staff, supply staff and trainees) should mark all work as soon as possible, preferably in the presence of the child. 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.

Each lesson has pit stops. This is where the lesson is regularly stopped and pit stops are used for modelling, sharing WAGOLLS and how the learning intention, expected criteria and steps to success are being followed. It is an opportunity for reflection, feedback and peer and self-assessment.

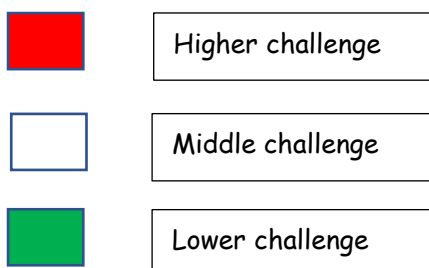
Children are always encouraged to present any written work neatly, therefore staff / peers are expected to model good presentation in their marking of work e.g. correct letter formation with younger children; legible handwriting etc. All staff avoid using red pen to mark work. Comments and targets are always written in the appropriate language for the individual child's age, stage of development and ability.

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.

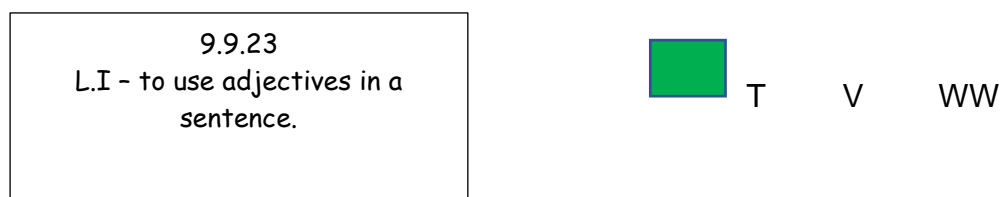
Differentiation

In Year 2 – Year 6 (and in lower age ranges depending on the stage the pupil is working at), pupils choose their own level of challenge and differentiation is shown using the following colours. The colours are written in welsh or drawn with a square or dot in the top right hand corner of each task. In addition, codes to show the level of support given are also written in the top right hand corner of each task:



In Nursery - Year 2, L.I. stickers are placed on the left hand side of work. Codes to show the level of support are placed on the right hand side.

For example:



These are the codes used to show the level of support that has been given during each task:

Support from a person

Peers	P
Teaching assistant (group / pair)	TA
Teacher (group / pair)	T
1-1 with teaching assistant	1-1 TA
1-1 with teacher	1-1 T

Other type of input

Colour Challenge	Coch / Gwyn / Gwyrdd to be written or coloured box or dot to be drawn
Pre-Teach	PT
Questions	Q
Sentence Starters	SS
Shared Writing	SW
Time	⌚
Visuals	V
Word Banks	WB
Working wall	WW

Layout of work in books

In Y3-Y6 Literacy and Topic books, the children present their work on the right hand page. Teachers use the left hand page for their written feedback.

In Literacy work in Y3-Y6, the pupils complete a Cold Task at the start of each new genre. Following this, they look at a WAGOLL and identify and highlight features of the genre. They then reflect on their cold task and set themselves three targets that they would like to achieve in their hot task. These are written on the left hand page of the cold task.

Blue stickers are used in the top right hand corner to show a cold task in Literacy Books. Red stickers are used in the top right hand corner to show a hot task in Topic Books.

Feedback using highlighters, relating to the Steps to Success

Year 3-6 Literacy and Topic work:

Green highlighters are used to show good examples linked to the Steps to Success. Orange highlighters are used to show improvements pupils can make to upskill their work. Children use purple pen to self-correct and show improvements. For further challenge, the teacher may comment on a good example and ask the pupil to feedback on the left hand page why it was highlighted green.

Feedback using highlighters, relating to Learning Intention, Steps to Success and Expected Criteria

Nursery-Year 2 Literacy, Numeracy and Topic work:

Years 1 and 2 – Green highlighters are used for good examples linked to the L.I., Steps to Success and Expected Criteria (3-4 max). Orange highlighters are used to show improvements (1-2 max). Children use Power Pencils to self-correct and show improvements. If all green, the challenge is extended by including a written orange task to show improvement in some way.





Reception – Green highlighters are used for good examples linked to the L.I., Steps to Success and Expected Criteria (3-4 max). Orange highlighters are used to show improvements (1-2 max). Children use post-it labels to show improvements.

Nursery - Green highlighters are used for good examples linked to the L.I., Steps to Success and Expected Criteria. Orange highlighters are used to show improvements. Children use Post-It labels to show improvements. Pictures or voice recordings on Seesaw are used as evidence of good examples and improvements.

Feedback Symbols

The following symbols are also used when giving feedback:

Y3-Y6 Language Work / Writing across the curriculum, based on the Expected Criteria.

		to indicate a full stop / other punctuation mark is required
		to indicate children need to check their work as capital letters need correcting / have been omitted
/		in the margin to indicate a new paragraph is needed
^		omissions
	sp.	word underlined and sp. in margin/left page 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 stage / ability. Correct spelling of target vocabulary should be written by the child next to sp., depending on the stage the pupil is working at.

Y3-Y6 Numeracy

- √ work is correct
- 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. This is then ticked if correct.

Seesaw Evidence

- Nursery – Year 2 aim for at least one item of challenge to be recorded each day.
- Every uploaded item has the L.I., teacher comment and code to show the level of understanding and support given.
- Skills are evidenced as they progress and develop. The process towards this is recorded.

Rewards

Stickers and stamps are also used across all age ranges to provide instant feedback and to celebrate success.

Yr Enfys (N-Y2) and Y Seren (Y3-Y6) are also used to encourage and reward.

Self / Peer Assessment & Marking

Opportunities for self and peer marking are regularly provided, particularly as children progress through the school. All staff ensure sensitive comments are modelled for pupils prior to any self / peer marking or assessment.

Children use the left hand page for their own self / peer assessment. When self/peer marking takes place, 'self' or 'peer' is written on the left hand page, using purple pen or power pencil.

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 all staff. Any specific targets which relate to this are recorded on our School Improvement Plan and shared with staff and governors termly.

This policy was first compiled by Miss J. Taylor and Mrs C. Humphries in January 2016 in consultation with all staff and the governing body. It was reviewed in October 2018 and in October 2023 by Mrs L. Richardson.

The next review will take place following any changes to school policy or in three years or as and when necessary to update any changes.