

Balcombe C E (C) School



Feedback and Marking Policy

Adopted by Governors: Feb 2010

Reviewed: Feb 2013, Feb 2015,
May 2017, May 2019,
Nov 2022

Next Review: Nov 2024

Introduction

At Balcombe C of E Primary, it is important to provide effective, personalised and timely feedback to students, focusing on success and improvement needs against learning objectives and success criteria. This enables pupils to make decisions about their own achievements and become reflective learners, helping them to close the gap between what they can currently do and what they/we would like them to be able to do.

We offer feedback to:

- check and assess pupils' responses to learning tasks
- inform future planning and learning to make decisions about what we/they need to do next
- motivate and provide children with their next steps of learning
- scaffold children's learning to help them meet objectives/task.
- acknowledge and value children's efforts

Balcombe C of E Primary School Feedback and marking Policy ensures that feedback is an integral part of the learning process and celebrates the achievements and efforts of our children. It is important to provide constructive feedback to students, focusing on success and improvement needs, against learning objectives. This enables students to take ownership of their achievements and become reflective learners. Our overall aim is for children to be informed about their learning in the moment and able to reflect on personalised learning experiences with confidence and high self-esteem.

For this to happen, we establish two key conditions in our classrooms:

- **Timely feedback** - teachers must decide whether the feedback needs to be immediate or delayed. There is a focus on feedback within the lesson.
- **A receptive culture** - making mistakes is part of the learning process and children need to be aware of this

Research by the Education Endowment Foundation (2018) shows that teachers giving high-quality, in-the-moment feedback on learning to enable learners to improve was found to help children make up to eight months' additional progress.

Types of feedback

Immediate Feedback

- includes teacher gathering feedback from teaching within the course of the lesson
- takes place in lessons with individuals or small groups
- usually given verbally to pupils for immediate action
- may re-direct the focus of teaching or the task

Summary Feedback

- takes place at the end of a lesson
- often involves groups or the whole class
- evaluates learning in the lesson, identifying strengths or areas for development
- may take the form of self or peer assessment

Feedforward ('next step is the next lesson')

- takes place at the beginning of the next lesson
- often involves the whole class
- is informed by teacher review of children's work from the previous lesson
- identifies strengths and areas for development
- for writing in particular, the next lesson may be spent giving feedback to the class and time for areas of development to be worked on through proof reading and editing their work

Prompts

No matter what format the feedback is being given in, there are four main prompts that help learners to progress. These can be categorised as:

Celebration - highlight good examples as models to be emulated

Reminders - feedback tells the children what they forgot, so reminders might be necessary to produce work of high quality.

Explanations and models - explanations and models are particularly useful where there are misconceptions, as they can lead to better understanding and accuracy.

Challenges - these prompts make work harder or take the child deeper into their learning.








Marking Children's Work - The Book Look

Children receive timely feedback either within the lesson itself or in the next appropriate lesson. As explained above, the next step is the next lesson. Therefore detailed written comments on individual pieces of work outlining strengths and points of development are not necessary. After a lesson, the teacher will look through the pupils' books to evaluate the learning and inform feedback and planning for the next lesson. Teachers may sort the books into three piles:

- children who didn't grasp the objective or underperformed
- those who showed solid understanding
- those who did particularly well or exceeded the objective

Teachers tick each piece of work to show it has been checked. To support pupils with identifying areas of strength and development teachers use the following agreed symbols appropriate to the age of the child:

Marking of written work

	well done, good effort
	incorrect spelling
	missing punctuation/ grammatical error
	new paragraph
	missing word
	use a better word
	look again

Pupils should be introduced to and familiar with the marking codes. When appropriate they should be encouraged to use them for peer marking and self-correcting their work.

Pink highlighter pen (tickled pink) will be used to highlight successful aspects of writing

Marking of Maths

Ideally, pupil's work should be marked daily to ensure both the pupil and teacher have a clear idea of the progress being made. Pupils' work will be marked using a variety of the following symbols appropriate to the age of the child:

✓ to indicate correct (this could be done either by teacher or pupil)

• check again

? marker doesn't understand

Children's response to feedback and marking

Children use a green pen to respond to feedback. This may take the form of correcting calculations or spellings as well as when proof reading and editing writing.