BICKLEY PARK SCHOOL

Feedback & Marking Policy

Policy Review & Update Process			
Member(s) of SLT responsible for update		Deputy Head Academic	
Sub-Committee responsible for review		Education Sub-Committee	
ISBA template policy?		N	
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Aim of the Policy

The aim of this policy is to ensure a clear understanding of the purposes, procedures and processes of effective feedback and marking to pupils regarding their work in order to maximise progress and support pupils in becoming effective learners.

At Bickley Park School we believe a successful quality marking and feedback policy will contribute to all children being active participants in their learning and to the raising of standards. It will also ensure:

- Continuity and consistency in our approach to the children's work
- Make expectations clear to pupils, teachers and parents
- Help in the assessment, both formal and informal, of pupil progress
- Provide a model that pupils can use themselves when assessing their own work

Why do we mark children's work?

- To help teachers monitor children's progress and to diagnose what has not been understood so as to assist forward planning and learning
- To provide helpful feedback to children so that:
    - We can help them to understand what they find difficult and the next steps they need to take
    - Their achievements are recognised thus giving encouragement and building confidence
    - To show that work is valued and to praise
    - To ensure set tasks have been carried out

Effective marking should:

- Provide clear feedback to children about the strengths and weaknesses of their work and ensure marking relates to the objective or focus set.
- Recognise, encourage and reward children's efforts and progress.
- Encourage children to strive and improve.
- Direct children to what they need to do to improve their work and the next steps they need to take.
- Help parents/carers understand strengths and weaknesses in their children's work.

General advice to teachers: Marking

- Marking should be timely to maximise the benefits of the feedback given to the children
- Ticks are normal where work is correct
- A dot (in pink for Y1 to Y4) for where errors have been made.
- A small cross may be used for Y5 to Y8 for errors that are single factual errors.
- Teachers should mark using a green pen to write comments and model good practice by writing legibly and with correct grammar and punctuation.
- Marking is only of value if comments are read and understood.
- Wherever possible, marking should take place with the children to offer guidance as to the extent to which the learning objectives have been met and to suggest the next steps the children might take in their learning.
- Where appropriate, children may mark their own, or another child's, work, but the teacher must always review this marking. This process should be part of self-assessment or peer-to-peer assessment rather than a time saving device for teachers.
- The work in the Pre-Prep Department is mostly marked using comments. In the Prep Department, a piece of written work will sometimes include a grade. When such a grade is given, the following criteria should be used.

1	• Excellent – the pupil has done his very best
2	• Good – the pupil has worked hard
3	• Satisfactory – an average amount of effort has been applied
4	• Below average – a pupil receiving this grade should be asked to repeat some, or all, of his work. Form tutors should be made aware if this level is repeatedly reached.

- There should not be an over-emphasis on correcting spellings/punctuation.

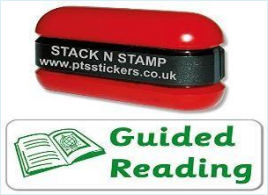
Marking Codes: Y1 to Y4

The following code has been agreed and shared with staff in Y1 to Y4 and is used consistently across these year groups.

Most feedback will be verbal, but some more explicit guidance will be given in symbol form using the marking code.

Green – Great, Pink-Think!

Teachers will use green pens for marking and to write comments to celebrate success in a pupil's learning. Comments written in pink denotes where a pupil may need to look again at their learning.

Code	What does it mean?
Green pen	Green writing = Green Great! Something you have done well.
Pink pen	Pink writing = Pink Think! Something to '**Think**' about to enable you to improve your work next time.
●	Think again (Numeracy)
 (variety of reward stamps used)	Very good work. I have met the learning objective.
Teacher's individual stamp	My teacher has discussed this with me.
T/TA/I stamp	Teacher assisted/TA assisted/ Independent work
	Teacher/TA Guided Reading led activity
✓	Correct

Pink dot, with teacher initials	Shows that this is corrected work
Use of Stamp 'Marked in Showbie' (or other App)	Used when comments have been uploaded digitally on an iPad App
Step symbol	Indicates next steps

Verbal Feedback

Verbal feedback is important for all children, but it is particularly important in the Early Years and KS1 where children may be unable to read a written comment. Time needs to be made for a child to receive feedback on their work if oral feedback is necessary. The work will then need to be recognised with a tick and the teacher's individual stamp to indicate that a discussion has taken place.

Marking and Feedback in EYFS

In the Early Years department at Bickley Park School, ongoing assessments are an integral part of the learning and developmental process. This helps to ensure the children are making progress towards the Early Learning Goals. We make systematic observations and assessments of each child's achievements, interests and learning. These observations feed directly into assessment and planning to create a cohesive and efficient system where we plan relevant activities and opportunities for each child.

The marking codes for Y1 to Y4 are applied where appropriate for EYFS.

Marking and feedback strategies in EYFS will also include

- Verbal Praise
- Written annotations, short and narrative observations (written and/ or use of Tapestry)
- Written feedback/ comments by staff written in green pen
- Oral dialogue with children about their play, work or special book • Peer to peer feedback

Marking Codes: Y5 to Y8

The following codes has been agreed and shared with staff in Y5 to Y8 and are used consistently across these year groups. Departments will have additional codes used specifically for their own subjects.

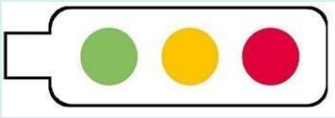
Code	What does it mean?
✓	Correct
•	Incorrect- think again
V	Vocabulary. Can you think of another word?
P	Punctuation missing, incorrect or in the wrong place
sp	Spelling mistake
g or gr	Grammar is inaccurate
^	Something is missing.
VVVVVVVVVV or exp (explain)	(Wavy line). This does not make sense.
//	Start a new paragraph.
*	See the comment at the end of your work which has * next to it
T	This is your target.
Use of Stamp ‘Marked in Showbie’ (or other App)	Used when comments have been uploaded digitally on an iPad App

Self-Assessment and Respond Marking

Year 1 to Year 4 - Traffic Light System

Years 1 - 4 use the Traffic Light system for children to assess their own work using assessment for learning. Have they achieved the Lesson Objective? Are they happy with their work, or could they do better?

Every pupil should have their differentiated Learning Objective and/ or Success Criteria stuck or written in their books and at the end of each lesson, the children can colour in the appropriate light when reflecting on their work. This provides immediate visual feedback and communication between the teacher and pupil.

 To be coloured in by the pupil, next to the learning objective, at the end of each task.	• Green – I have understood the task and achieved the • learning objective • Amber – I'm getting there, but I need more practice Red – I don't understand the task and need further support

Year 5 to Year 8 - Dedicated Improvement and Reflection Time - DIRT

Aims:

- To have a consistent approach that builds resilience in our pupils who will become accustomed to reflecting on and improving their work after feedback.
- To provide a communication channel between pupils and teachers with reference to the pupils' written work.
- To ensure that pupils are reading and acting on feedback given by teachers.

They are two main methods for delivering DIRT. The majority of DIRT is now completed digitally, rather being written.

Written Process:

- Purple pens are available for teachers to distribute DIRT. Students are also encouraged to have a purple pen as part of their daily stationery.
- Dedicated improvement and reflection time must be given as soon as is practical after marking is complete.
- Time spent on DIRT must be appropriate. Five to ten minutes once a week is recommended.
- During DIRT, pupils should respond to their feedback in purple pen. This helps make progress made in response to feedback visible for both staff and students.

Digital Process:

- Please see the separate section on digital marking for further details.

Digital Marking

For Y2 to Y8

- Teachers inform pupils of homeworks via Showbie in Y4 to Y8 and use a variety of Apps (e.g. Doddle, Atom) to set assignments. The teacher Apps allow teachers to monitor and assess assignments. Teachers give feedback (following the same general guidelines as for written work).
- Where possible, the same marking codes show be used digitally as for work marked on paper. This is particularly applicable to Showbie which allows use of the correct coloured marking pen.
- Pupils are asked to reflect on the feedback using the response option. This completes the feedback loop.
- The use of voice notes can be used to give personalised feedback. It is important that the teachers check these notes are listened to, hence completing the feedback loop. Pupils should be encouraged to use voice notes themselves.
- Teacher should be aware that different learners benefit from different types of feedback and hence choose voice or written notes accordingly.
- The communications are open and may be accessed by parents and admin staff, ensuring that comments are not private. This complies with the school safeguarding policy.

Monitoring

Books and iPads will be monitored and evaluated as part of our curriculum review cycle by the Senior Leaders and Middle Managers. A random selection of books and iPads will be selected from each class to ensure effective and consistent adherence to the policies.