Marking and Feedback Policy

BENTLEY NEW VILLAGE PRIMARY SCHOOL

HEADTEACHER: kirsten mckechnie

2020 -2022

**MARKING AND FEEDBACK POLICY**

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| **PERSON RESPONSIBLE FOR POLICY:**  **APPROVED: SSL** | **VICKY SIMMONS** |
| **DATE: DECEMBER 2020** |
| **SIGNED: V E Simmons** | **ROLE: ASSESSMENT COORDINATOR/ ASSISTANT HEADTEACHER** |
| **TO BE REVIEWED:** | **SEPTEMBER 2022** |

At Bentley New Village School, we passionately believe that all our children deserve to have the necessary tools, stimuli and environments to inspire and enable them to be active learners; to be flexible, proactive, decide where and with whom they want to work so that learning is optimized and potentials met.

**We believe that:**

1. **All children can learn. All staff and children are able to recognise the value of learning.**
2. ***All staff*, working at New Village, will have consistently high expectations of children’s learning potential, attitudes and behaviour and take corporate responsibility for ensuring these in, and around, school.**
3. **Learning takes place in *all areas* of our school and through the *entire* learning day - inside and outside of the classroom.**
4. **Children should be taught how to learn; learning how to be an outstanding learner is paramount to the ethos, aims and dynamics of New Village School.**
5. **Consistently challenging, dynamic, engaging and empowering teaching leads to outstanding learning, resulting in a school where *every* child’s potential is realised.**
6. ***All staff* will value *every child’s contribution* to the school and strive to create a learning environment that brings out the full potential in all.**
7. **Rigorous, continuous monitoring, thorough and informed evaluation and accurate analysis of *all the elements* of teaching, is essential in ensuring high-level teaching and learning**
8. **Learning at New Village will produce and enhance a learning skills-set that will be lifelong; we will actively promote this for every child and for all staff.**
9. **New Village School will demonstrate its commitment to quality teaching and learning through its dedication to *continuous professional development* for all staff; recognising and exploiting all opportunities to enhance its workforce and the learning environment.**

**MARKING AND FEEDBACK POLICY**

**1. Rationale and Aims**

Marking and feedback of children’s work is an integral part of any assessment process. Through marking, teachers can identify a child’s ability, potential guidance for follow-up work and also corrections by the child. It can be used as a praise and motivation factor or to raise issues which require the child’s attention providing effective feedback. At Bentley New Village, all adults working in a class give feedback and mark work following guidance. At Bentley New Village, the two main reasons for marking are to help children improve or polish their work and to move the learning on.

1. **At BNVP**

At BNVP, we recognise the most successful form of marking occurs when a child is present with the adult e.g. during guided writing and other focused group work. It is expected that life marking will take place where possible and, as such, impact will be seen in that piece of work immediately. Where this is not possible, during the week the session 3.00 - 3.25 can be used to provide feedback time to children about core sessions. To facilitate this, TA’s should support the class through class reading or assembly time.

1. **Marking should:**

* Indicate whether the learning was independent or supported
* Focus upon giving effective feedback on learning and be kept at a minimum
* Give a next step when appropriate
* Be consistent and use agreed marking codes (marking codes should be displayed in all classrooms and shared working areas.)

1. **Feedback process**

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| --- | --- |
| **‘Live’ in class marking** | **Marking after the lesson without the child present** |
| **Pink highlighter** to identify areas to improve, spellings, grammar, handwriting, calculation error etc  2/3 incorrect spellings to be identified in written work as appropriate to copy out below the work | |
| **Green highlighter** to celebrate success, age group appropriate, according to lesson focus | |
| **VF –** should be written in the margin when feedback given – if specific add key word e.g. adjectives to guide what feedback was. | **Pink highlighted square** at bottom of work – next step challenge to be given (in black pen). Follow up at the beginning of next session  Appropriate Feedback codes to be used |
| **Impact** should be visible in remainder of work or next piece. | **Impact** should be seen in next piece of work. Once this is followed up and evidenced, tick and date the challenge given. |
| **Purple Pen** should be used to show where work has been corrected or follow up editing made. | |

1. **Evaluation and review**

* The Assessment Leader is responsible for updating this policy in line with any new developments and new government guidance.
* All staff are expected to follow the policy
* SLT will monitor the implementation of this policy across the school and, following ongoing reviews of classroom practice, will be responsible for ensuring the effectiveness of practice across all areas of New Village.
* The policy will be evaluated regularly by members of the SLT
* The policy will be reviewed annually

**Non-Negotiable Feedback Symbols**

 Positive comments and successful elements should be written next to a small green square (in all subjects) – no more than 3.

 Any targets to be taken from the National Curriculum. Challenges and targets to be written next to a small pink highlighted square. No more than 2 targets.

**Look here**: If a longer piece of work, use these to identify an area to polish or reread. Use

at the beginning of a selected piece of text and at the end. If you are wanting the

children to look at the whole piece, this is not necessary. **At the bottom of the page**

put the 2 arrows alongside either a keyword (e.g. adverbs) or one of the codes to identify

expectation.

**Sp** = spelling

**P** = punctuation

**G** = grammar – can follow with key words of missing aspect e.g. G=adverbs

// = new line or paragraph

**^** = something is missing

**VF =** Verbal Feedback

**HW** = Handwriting/presentation

**√** = correct answer

. = incorrect answer

**Any work that has been supported should be marked with an S and the initials of the person supporting in the bottom right hand corner of the book.**

NB: If another member of staff has taught the lesson, their initials should be at the top right hand corner of the page

**Marking and Feedback in FSU**

In FSU, the focus is mainly on instant verbal feedback with the child and to address any misconceptions. Markings on children’s work is for the adults to use to inform planning. Marking has a direct link to AFL and therefore the children’s next steps in learning.

All adults use purple pen to;

* Write the date
* Show the amount of support given (see codes below)
* Challenge the learning further
* Narrate what the child has said using inverted commas
* Correct letter/number formation
* Write the child’s name if needed

**Non-Negotiable Feedback Symbols for FSU**

Learning objective met

Learning objective not met

I = independent

S = adult help given (with initials)

P = provision work

VF = verbal feedback given