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| BENTLEY NEW VILLAGE PRIMARY SCHOOL |
| Marking and Feedback Policy |
| UPDATED: APRIL 24 |

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| HEADTEACHER: V SIMMONS  2024 - 2026 |

**MARKING AND FEEDBACK POLICY**

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| **PERSON RESPONSIBLE FOR POLICY:**  **APPROVED: SSL** | **VICKY SIMMONS** |
| **DATE: April 24** |
| **SIGNED: V E Simmons** | **ROLE: ASSESSMENT COORDINATOR/ HEADTEACHER** |
| **TO BE REVIEWED:** | **July 26** |

**OUR SCHOOL VISION**

Together, we will create a calm and welcoming learning environment and work together to secure success for all. We will strive to create a safe, caring, supportive and inclusive school.

Our school will equip its pupils with the skills that society and the local community demand and so we will value the skills and learning that children need in order to look after themselves, their families, their health, their mental well-being and their bodies. We will strive to teach the whole child and create life-long learners and pro-active citizens.

**ETHOS**

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.
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.
10. All children will be encouraged to develop as individuals.  Their creativity, talents, differences and uniqueness.

**OUR SCHOOL VALUES**

**Determination – Resilience – Tolerance – Cooperation – Creativity – Curiosity**

**CURRICULUM MANDATE**

Our New Village curriculum will offer equitable opportunities for all pupils to access a curriculum that is rich in knowledge, experiences, understanding and language that represent the best of humankind.  Whilst instilling in our learners a knowledge, understanding and appreciation of how to take responsibility for their physical and mental wellbeing.  Through the curriculum, children are exposed to diversity through celebrating, studying and appreciating differences and similarities.  We recognise the importance of language in school and throughout life and enrich the curriculum with opportunities to develop vocabulary, speak in different contexts, read quality texts and learn to be active listeners.  Our curriculum contributes effectively to building a self-regulating, self-motivated individual who consistently demonstrates the New Village key values when faced with challenge because we know ***what challenges us changes us***.

**MARKING AND FEEDBACK POLICY**

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# Rationale and Aims

Bentley New Village Primary School understands that the effective use of marking and feedback techniques can have a powerful influence on pupils’ learning and progression. Marking is a key aspect of a teacher’s responsibility and is a prominent technique for communicating with pupils – marking is part of the school’s comprehensive review of teaching, learning, assessment and achievement. Feedback is a process that the school should ensure is consistently applied by all teaching staff, aiding with better supporting pupils’ learning. This policy aims to ensure that marking and feedback:

• Informs pupils about what they have done well and highlights areas of improvement.

• Supports pupils’ confidence in learning, contributing to accelerated learning.

• Supports teachers’ assessment knowledge for each pupil, to plan and establish effective next steps in their academic progression.

• Develops reliable processes in the school, which equally balance the need to provide marking and feedback and where it is appropriate to provide it.

This policy has been written to take into account recent research alongside the recommendations of *Teacher Feedback to Improve Pupil Learning* (EFF June 2021). At Bentley New Village, all adults working in a class give feedback and mark work following guidance.

# Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

• DfE (2021) Teachers’ Standards

• DfE (2013) ‘The national curriculum in England: Key stages 1 and 2 framework document’

• DfE (2015) ‘Special educational needs and disability code of practice: 0 to 25 years’

The policy is implemented in conjunction with the following school policies:

• Primary Curriculum Policies

• Special Educational Needs and Disabilities (SEND) Policy

# At BNVP

At BNVP, appropriate feedback is carefully planned against the Learning Objective, in order to assess and close any learning gaps. We understand for effective feedback to take place children must understand what they are learning. The learning objective (WALT) is shared at the point where is best for the children. Success criteria (WILF) will be developed for or with the children (age appropriate).

We recognise that feedback should be timely and in our setting, the most successful form of marking occurs when a child is present with the adult. Where possible we expect that live marking will take place, if appropriate, and, as a result impact will be seen in that piece of work immediately. Where this is not possible, the whole class reading at the end of the day (approx. 3.00 - 3.25) can be used to provide feedback time to children about core sessions. To facilitate this, LSA’s should support the class.

# Feedback should:

* be planned
* be appropriately timed
* Indicate whether the learning was independent or supported
* Focus upon giving purposeful, effective feedback to close gaps or improve learning
* 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.)
* Be responded to and used by the pupils to move their learning forward.
* Be manageable for the teachers and accessible to the children
* move the learning forward and could focus on 3 specific areas, the task, subject and self-regulation.

# 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. | |

# Marking and Feedback in Wider Curriculum lessons

We understand the importance of feedback in foundation subjects and we recognise that effective and purposeful marking of these subjects can be tricky given that they are timetabled weekly. Feedback should be given against the subject specific WALT and address basic skills.

Work in foundation subjects will begin with a marking grid making the WALT clear and subject specific skills clear. At the end of the lesson teachers will complete the skills grid and mark at the bottom of the page using pink or green. Verbal feedback should be given to ensure progress and address any misconceptions. Teachers should circle either I (Independent) or S (Supported) as appropriate. The skills statements should be ticked by the child (self-assessment) and then checked by the adults, no other written comments are expected.

If the WALT is not achieved, teachers should make a professional decision about whether this is a whole class or individual issue. If whole class this should be shared as verbal feedback and addressed through the Do Now at the beginning of the next lesson, if individual this should be followed up individually prior to the next session. Evidence should be seen through a low stakes quiz or activity to show impact.

# Verbal Feedback

We believe that in Early Years and Keys Stage 1 in particular the majority of feedback our children receive should be verbal and immediate. We narrate the positive and offer verbal praise

# Roles and responsibilities

## The Headteacher is responsible for:

* Ensuring that this policy is implemented, monitored and remains effective.
* Assessing whether marking and feedback practices effectively balance the need to mark and provide feedback and the strain on teachers’ workload.
* Reviewing this policy as and when necessary to establish whether practices are effective and consistent across all departments within the school.

## Subject Leaders are responsible for:

* In relation to their subject, ensuring all members of staff are aware of the school’s procedures in terms of marking and providing feedback.
* Monitoring the effectiveness of this policy for their subject and reporting their findings back to the Headteacher.
* Answering any queries that teaching staff have in regards to this policy and the school’s practices.
* Creation of skills grids containing subject specific skills

## Teachers and Teaching Assistants are responsible for:

* Ensuring that they adopt this policy when marking and providing feedback.
* Using their professional judgement to determine when it is appropriate to offer more intervention support systems than just feedback.
* Monitoring the learning of all pupils within their class to ensure they are making satisfactory progress.
* Ensuring that pupils understand the feedback they have been given.
* Allowing pupils to ask questions in regard to any feedback they have received.

Workload

The school understands that marking and providing feedback is a large contributor to the workload of teachers; therefore, teachers will ensure that their marking and feedback is only done to positively impact upon the progress of a pupil.

Teachers will ask themselves the following questions:

• Why am I providing this feedback?

• How will this feedback be useful to the pupil?

If the answers to these questions do not reflect a positive impact on pupils’ learning, teachers will use their professional judgement and decide whether the feedback is necessary.

If a teacher has a query, the Headteacher will be available to offer guidance and support regarding the school’s procedures.

If a teacher is unsure about the effectiveness of their own practices, the Headteacher will help with developing an approach to marking and feedback that is more suited to the teacher.

# 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 every 2 years.

# **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

**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