



At Bearwood Primary and Nursery School we believe that effective feedback:

- Benefits pupils
- Supports teacher judgements
- Is helpful to parents to understand their child's progress

This will be achieved by:

- Providing clear feedback to children about their targets and next steps for learning
- Recognising, encouraging and rewarding children's effort and progress
- Focusing teachers on those areas of learning where groups and individual children need specific help
- Providing a record of children's progress
- Helping parents understand strengths and weaknesses in children's work

We have agreed that feedback about the children's work will:

- Give value to their efforts
- Promote confidence and develop self-esteem of individuals
- Be positive and relate to expectations of what was required
- Indicate the next steps in children's learning

We have compiled the following feedback codes to:

- Promote consistency across the school
- Be positive and constructive
- When realistically possible with the child, feedback on any work will take place
- Time needs to be built into lessons for children to reflect on feedback and when appropriate respond to it

Peer and child marking

At Bearwood Primary and Nursery School we believe that children need to be involved in the process of effective marking and feedback as this will:

- Benefit pupils
- Allow them to reflection their work
- Consolidate the child's understanding of the learning outcome from that piece of work

This can be achieved by:

- Providing the children with clear and focused success criteria that they can use to assess their work
- Involving the children in designing and evaluating the success criteria
- Recognising the importance of peer support/response partner as a tool to reflect and feedback on work
- Allowing the children time to reflect upon their work and when appropriate to improve their work and when appropriate to improve their work against the criteria

- Planning in time for children to review their work
- Teachers marking in black pen to indicate the teachers response to the work
- Children will use a purple pen to edit/improve their work. This may be during the lesson or during polishing time

We have agreed that peer and child marking will:

- Give value to their efforts
- Promote co-operation amongst peers
- Develop the child's self-esteem and confidence
- Promote communication and social skills
- Develop the child's role in their learning, encouraging them to participate in the development of their skills
- Involve the children in the assessment process and consolidate their understanding of the success criteria and next learning step

When marking, teachers at Bearwood will:

- Use a pink highlighter pen to identify successes and a green highlighter to identify the areas to respond to and develop
- Ensure that all work is marked on a regular basis
- Ensure that verbal feedback is an integral part of daily teaching
- Children will have the opportunity to respond to marking and feedback during the polishing time as appropriate, ensuring that **all** children have the time to reflect and respond
- Consider the knowledge, skills, application, progress, challenge, support, targets and next steps to learning in order to meet the individual needs of each child
- Children will use a purple pen to show their improvements. Teachers ensure that they show recognition of these improvements by either a comment or pink/green tick

Marking code

Quality Marking: The emphasis of the marking should be on both successes and improvement needs against the learning intention. At Bearwood we will use the following step by step strategy:

- S** - Individual pupil work that has been supported by an adult
- T** - Work that has been undertaken in a small group with Teacher support
- TLA** - Work that has been undertaken in a small group/individually with TLA support
- I** - independent work, no adult support other than class input. **NB** - where there is no marking code against work then this is independent work
- VF** - verbal feedback given

Highlight learning intention and places where the child has written the best aspects against the learning intention. This can be with a comment on why highlighted is deep marking.

Highlight shows the child where they need to respond and develop their learning. This will be followed by a comment written at the bottom of the work, with a reference to the highlighted area. E.g. Can you up level the sentence by using two different openers?

Highlight will indicate areas where an improvement can be made and will use closing the gap comments. This should prompt the children to make corrections, see below.

Useful closing the gap comments are:

- a reminder prompt: Remember to...
- a question prompt: How you think the young boy felt?
- $37 + 38 =$
- a scaffold prompt: The monster was so angry that he....
- modelling: The young boy was so surprised that he did something which he lived to regret..

$$48 + 64 = (40 + 60) + (8 + 4)$$

$$= 100 + 12$$

$$= 112$$

Policy reviewed: September 2018

Review date: September 2019



What do the marking symbols in my book mean?

LEARNING, ENJOYING,
& SUCCEEDING
TOGETHER!

Who did you work with?

T = Teacher

TA = Teaching assistant.

I = independent

S = Supported

VF = verbal feedback given

G = guided group

What you did well.

If your work is highlighted in green this shows where you can improve your work/ next steps to learning

If your work is highlighted in pink this shows where you have progressed in your learning

A purple star next to the learning intention signifies a GDS evidence of learning

What you can improve on:



Think about



tricky words



Sounds



Write in this direction

SP spelling mistake.



Up level



Finger space missing



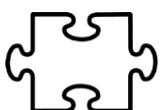
Check your tense.



Missing word - can you write it in?



Letter reversal



Conjunction



Start at the line

Cc Check your capital letters.

● Full stop missing.

// New paragraph needed.

_____ Write on the line

? Re-check



Look again

EYFS - Key to coloured dots on assessment stickers referring to areas of learning.

Abbreviations:

CI=child initiated/self-chosen activity.

AL=adult led activity that all children had to do.

Ch=child/children

I=independent

	Personal, Social and Emotional Development
	Communication and Language. Literacy.
	Mathematics.
	Understanding the World.
	Physical Development.
	Expressive Arts and Design.

This policy has been compiled as a result of discussion by all teaching staff, in conjunction with the Leading Learning Policy and Marking, Assessment, Recording and Reporting.