

## South Baddesley CE Primary School: Effective Marking & Feedback Policy

This policy sets out how the use of effective marking, feedback and response is consistently developed at South Baddesley CE Primary School.

### Principles:

Effective feedback is fundamental to achieving purposeful assessment for learning. Feedback given to pupils will provide constructive steps for every pupil to ensure progress. It will focus on success and improvement needs against learning intentions and success criteria; enabling pupils to become reflective learners and helping them to close the gap between current and desired performance.

**Effective feedback is specific and achievable.**

**Feedback is embedded in the progress of a clear learning journey.**

**Feedback is presented in child-friendly language.**

### Effective feedback enables pupils to:

- feel positive and confident about their learning,
- know what their successes are in a specific piece of learning,
- know what they need to do next in their learning and
- reflect and think deeply about their learning.

### Effective feedback enables teachers to:

- know the pupils well as learners,
- identify and address misconceptions quickly,
- make adjustments to learning and create meaningful learning journeys and
- demonstrate high expectations for all learners.

### In order to give effective feedback, the teacher or the pupil must:

- know the learner well,
- acknowledge the emotional impact of feedback on the learner,
- understand the learning journey and have good subject knowledge,
- be able to use clear and specific language and
- understand that there are different types of feedback.

## Cycle of effective feedback:



Appendix one: Summary of what feedback means and its potential impact – The Education Endowment Trust

## Feedback procedures at South Baddesley:

We use different feedback techniques to suit the stage learners are at and the type of learning task. At South Baddesley we use the following types of feedback as appropriate to individual learners and tasks:

- directive feedback – when the pupil is asked to demonstrate something,
- tick box marking against success criteria or small steps in mathematics,
- whole class marking grids,
- effort marking,
- deep focused marking with a diagnostic element,
- observations and commentaries on learning,
- self-evaluation and
- peer marking/ editing.

**Children are given RESPONSE time at least three times a week.**

Appendix two: South Baddesley CE Primary School – booklet of examples of effective marking.

### Expectations:

Weekly and daily feedback is given:

- Pupils are given daily verbal feedback at the point of learning.

This can be:

to prompt deeper thinking or to swiftly address misconceptions during lessons.

It can be:

verbal and occurs through effective questioning to clarify or refocus tasks and enquiry, through mini plenaries and mid-lesson adjustments or given during a 1:1 learning conference with a pupil or in on a group basis.

- Small steps for mathematics are marked each week.
- Written feedback is given once a week to improve pupil's writing.
- Weekly written feedback is provided in pupils reading records.

Feedback at the end of units of learning:

- Peer evaluation is used after each HOT task in writing to produce a published copy of the task.
- In science pupils complete a self-evaluation against scientific skills for each unit of learning.
- Pupils and teachers collaboratively mark each unit of topic learning, identifying strengths and next steps.

### Termly and end of year feedback:

- End of year and/ or termly procedures are:

Pupil led through:

a self-evaluation for Open Afternoon, recorded in their books and their comments in their end of year reports.

Adult led through:

termly next steps reports completed at learning reviews and comments in their end of year reports.

### Non-negotiables for marking:

- Each class must have a clear code for marking that is shared with pupils. This may include the use of stickers and stamps.
- All marking must be written clearly, modelling school's handwriting policy.
- Adults must acknowledge pupil's response to marking through a symbol/ tick, written or verbal comment or next task in learning.

### Monitoring and Evaluation

Monitoring of the policy will be done through Book Looks led by the Leadership team and subject leaders as appropriate. It will be monitored for whole school consistency and evaluated for impact on pupils' outcomes.

Policy date: June 2017

Policy review: June 2018