



Sunny Bank Primary School Feedback and Marking Policy



The Education Endowment Fund report that good quality feedback is the most effective way to ensure progress. They describe it as high impact and conclude that children who received quality feedback, compared to similar children who did not, display 8 months additional progress on average.

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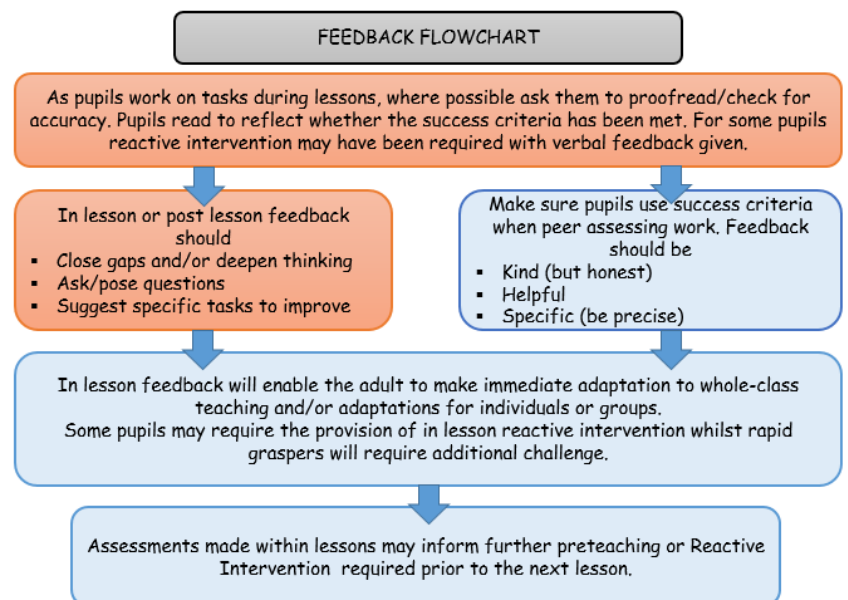
Review: Sept 2021

Sunny Bank Feedback and Marking Policy

At Sunny Bank, feedback and marking provides constructive feedback to every child, focusing on success and their improvement needs, against the learning objectives; enabling children to become reflective learners and helping them to close gaps between current and desired performance. We appreciate that, as practitioners, we need to see learning through the eyes of our pupils and value them as active participants in the assessment process. To this end, we recognise that feedback from pupils to the teacher is an extremely valuable tool allowing us to effectively grasp: what they know, understand and their misconceptions.

Marking and Feedback should:

- ✓ be manageable for teachers
- ✓ be related to the learning objective and or individual targets which are shared with children
- ✓ mostly highlight achievement against the learning objective
- ✓ lead to improvements being put in place by the child (time is allowed for this)
- ✓ be LIVE as much as possible; enabling pupils to respond immediately to developmental guidance and should form a significant part of each teaching session.
- ✓ help children to find alternative solutions if repeating an explanation leads to failure
- ✓ stimulate correction or improvement of a piece of learning
- ✓ take a variety of forms ie. verbal feedback, face to face and distance
- ✓ be seen by children as positive in improving their learning
- ✓ not be based upon comparison of pupils
- ✓ occur regularly and promptly after completion of tasks to allow opportunity for reactive intervention to take place when required
- ✓ include self-evaluation and self-assessment
- ✓ confirm that pupils are on the right track
- ✓ respond to individual learning needs
- ✓ be consistent across the school
- ✓ be good quality



Feedback

Feedback is the most effective way to increase progress so it is vital that it is prompt and good quality. It can take a variety of forms, which are all used at Sunny Bank School.

Verbal Feedback

At Sunny Bank, emphasis is placed upon verbal feedback, with classes/pupils being given daily developmental commentary.

It is focused and informative. It can be direct or indirect (targeted or not). It can be whole class/group or individual e.g.: when marking one piece of learning or shared at the start of a lesson.

In all cases, verbal feedback needs to have impact upon the learning with progress being seen, misconceptions addressed, learning gaps closed and with appropriate challenge for all.

Written Feedback

Effective written marking gives good feedback about how well (strengths and weaknesses) pupils did against the lesson's learning objective and success criteria and provide some ideas on the next steps.

Aspects of the pupils' learning that has met the learning objective and the success criteria will be highlighted in green, aspects which need to be developed will be highlighted in pink and closing the gap or improvement comments will be given using a black pen.

Examples of prompts (verbal and written)

Self-correcting

I make the answer to this question, check that I am right.

Where have you used the wrong spelling of their/there/they're?

Spot the incorrect answers and correct them.

Where could you have started a new paragraph, to make this easier to read?

Open ended

List pairs of 2-digit numbers which have a difference of 12.

List other words that can be used instead of 'said'.

Draw a triangle with a line of symmetry that does not have a right angle.

Give ways that people discover information about life in the past.

Reflective

Can you include the conjunction 'nevertheless'?

Why did you decide to use this method?

How did you make sure that it was a fair test?

Do you think that this would work with other numbers?

Could there be a more effective way of doing this?

Scaffolded

..... he went to the shop. Add an adverb to make this more interesting.

3 is a factor of 24,, and

The features of persuasive writing are facts,,, and

Squares have and

Explanatory

Explain how you know when a change is irreversible.

What tips would you give someone who was learning how to round to the nearest 10 or 100?

How would you decide what you needed to take with you on a trip to a different country?

How would you explain the difference between fiction texts and non-fiction texts to an alien?

Explain why a number that ends in '3' can not be a multiple

Marking Expectations

All learning will be marked using pink and green highlighters. Examples where the **success criteria have been met** well will be highlighted green, whereas areas requiring improvement will be highlighted pink. It is not necessary for every good example to be highlighted green and every development to be highlighted pink as it will de-value the overall effectiveness however, sensitivity should be displayed ensuring that the majority of the highlighting is in green.

- In all curriculum areas, if the learning objective has been met it should be highlighted green and highlighted pink if the objective has not been achieved.



- Across the curriculum, closed tasks should be marked with a black tick for correct responses and incorrect responses to be circled in pink highlighter. Crosses should not be used by any member of the community to indicate an incorrect response.
- Time needs to be built in to for pupils to review and respond to feedback marking.
- Verbal feedback needs to be highlighted by using the VF code but must be accompanied by a response by the child using their purple pen.
- Reward stickers or stamps can be used, whenever relevant, to motivate the children.
- Comments will focus on only one or two key areas for development (related to the objective or success criteria for the lesson) and should be focussing the children on their next steps for learning or consolidation for deeper understanding.
- Spelling mistakes will be highlighted in pink and sp at the end of the line in KS1. In KS2, sp will be indicated in the margin but children are to identify which word it is for themselves.
- Children should be encouraged to use classroom resources in order to find the correct spelling, where appropriate eg. word mats, dictionary, class display etc... In some cases, where this is not appropriate, the child will be given the correct spelling which they use to correct their error. Correct spellings, in purple pen, should always be evident.
- A maximum of 3 spelling mistakes per piece of work should be addressed.
- Punctuation mistakes will be shown by the use of a p in the margin in KS2 and will require the children to correct. In KS1 it will usually be corrected through verbal feedback, marked with VF and corrected by the child using purple pen.
- Teachers should only comment on spelling/punctuation and grammar in the following cases:
 - If spellings and grammar were part of the lesson focus/objective
 - If it is a spelling / high frequency word that all pupils should know
 - If it is related to the child's target

If it is a reoccurring spelling mistake that the child needs to correct





If it is on the board, working wall or sheets given for the lesson.

- Errors that were made by many children should not be the subject of individual comments but should be noted in planning.
- Each child should receive in depth, detailed marking and feedback in English and maths, at least once a week. Foundation subjects should also be developmentally marked at least once a term for each child. Also, each BIG Write should be marked in depth.


Reactive Intervention

Pupils displaying misconceptions or poor understanding will undertake a reactive intervention session. Teacher will indicate that this was provided for the child with RI code. However, for careless errors, pupils will be encouraged to correct themselves.

KS1 - Marking Codes

At the end of the work			
Aa	Capital letters need checking	P	Paired work
.	Punctuation needs checking	VF	Verbal feedback with child response
sp 	The underlined word needs its spelling checked	CT	Worked with the class teacher
	Check this circled answer	TA	Worked with a teaching assistant
	Did not understand the objective	RI	Reactive intervention put in place to address errors and/or misconceptions.
	Understood the objective		

KS2 - Marking Codes

Alongside work in margin		At the end of the work	
Aa	Capital letters need checking, on this line	WALT	Did not understand the objective
P	Punctuation needs checking, on this line	WALT	Understood the objective
sp	Your spelling needs checking, on this line	P	Paired work
g	Your grammar needs checking, on this line	VF	Verbal feedback with child response
	Check this circled calculation or answer	CT	Worked with the class teacher
		TA	Worked with a teaching assistant
		RI	Reactive intervention put in place to address errors and/or misconceptions.