



Burbage Primary School

Feedback and Marking Policy

March 2021

Rationale:

The Sutton Trust report '[Pupil Premium Toolkit](#)' listed effective feedback as the highest impact action (adding eight months of learning per year) – against the lowest cost. They define feedback as being information which produces improvement in learning.

Research by Dylan William underpins our approach:

- We won't write grades on work as the feeling of being judged overrides any consideration of improvement.
- We will provide task related feedback which will make the learner think not ego-related feedback as it is related to the learner as a person and does not move the learning forward.

Feedback in Real Time or near to Real Time is proven to have a more positive impact on the children's learning.

At Burbage Primary School we believe that all Assessment activities should place the pupil at the centre of their learning and that all assessment activities should result in raising the achievement of every pupil.

We believe that all pupils' work should be acknowledged and valued and that all pupils can make at least good progress from their personal starting point. We aim for every pupil to reach their potential at each stage of their education. All pupils, parents and staff are aware that learning dispositions can be taught, learned and changed. We encourage a growth mindset and try to develop a resilience and determination to improve in all pupils.

We acknowledge that pupils need to be challenged in order to progress and all classes use question prompts, practical resources, word banks, working walls, peer, group and adult support. Mini-plenaries are used throughout lessons both to celebrate success and to address misconceptions.

Planning for all subjects is directly linked to the National Curriculum. Teachers use the detailed school curriculum progression documents to ensure that they are providing sufficient coverage, challenge and support for all pupils.

Teacher Workload:

Marking at Burbage Primary School is kept to a minimum in accordance with 'Eliminating unnecessary workload around marking' March 2016

Effective marking is an essential part of the education process. At its heart, it is an interaction between teacher and pupil: a way of acknowledging pupils' work, checking the outcomes and making decisions about what teachers and pupils need to do next, with the primary aim of driving pupil progress. This can often be achieved without extensive written dialogue or comments.

Aims & Purposes:

Assessment encompasses all activities undertaken by teachers in order to evaluate work produced by pupils and accelerate their learning and is a continuous process throughout each day. This means that we consider continuous Assessment for Learning strategies to be the most useful assessment tools that we can use. (Appendix I – Assessment for Learning Strategies). The outcomes of Assessment for Learning activities are recorded in annotations on planning and the following lessons are then adapted in response. Possible adaptations teachers may make include changes in input; tasks; differentiation levels; support for pupils; revision or extension of skills and concepts.

Assessment for Learning activities:

- are meaningful activities for both the teacher and pupil
- will inform teaching for the next session/s
- will guide the pupils by identifying strengths in their work as well as the next skill to develop
- will encourage self-reflection in pupils
- will stimulate a learning dialogue between the pupil and their teacher
- may include written or verbal feedback
- when appropriate, may include a more formal test

Assessment for Learning activities include formative assessment strategies such as:

- the strategic use of questioning
- effective teacher feedback
- peer feedback
- pupil self-assessment.

Verbal Feedback / Live marking:

- We believe that immediate, verbal feedback is the most powerful assessment tool we can implement, and this will be used whenever possible and practical. Verbal feedback is in the moment and enables pupils and teachers to celebrate strengths; identify and address misconceptions; and discuss next step targets for further development. Verbal feedback also ensures that pupils are spending quality time discussing their learning with a teacher or teaching assistant. The symbol VF will be used to indicate that Verbal Feedback has been provided.
- Marking comments – both written and verbal – will be directly linked to the learning objective) and the agreed success criteria. Where a success criterion is used, teachers will

discuss the success criteria with pupils before tasks begin and, whenever possible, pupils will be directly involved in identifying appropriate success criteria. This involvement of pupils in establishing the success criteria for a task aids in deepening their understanding of concepts and skills and provides greater ownership of, and personal responsibility for, their learning

Questioning

Teachers ask questions constantly. These questions take a wide variety of forms from simple single answer closed questions to longer, discussion-based open questions. Questions will also be differentiated on an individual basis in order to support and challenge as appropriate. Pupils are encouraged to answer questions in complete sentences and explain their reasoning – as appropriate to the topic and concept being explored.

Self and Peer Assessment:

Pupils are encouraged to share and discuss their learning from the very beginning of their time at Burbage Primary School. As they progress through the school this leads to pupils being encouraged to be reflective about their learning and identify both their own strengths and areas for development. Strategies for self and peer assessment are age and stage appropriate. Examples of activities that may be employed include: thumbs up/thumbs down; sliding scale of confidence; sharing work under a visualiser; partner discussion and verbal or brief written feedback.

Written Feedback:

Where written feedback is used it will celebrate success and provide steps for improvement as appropriate, next steps may be identified, particularly when marking writing. Spellings, grammar and punctuation will be corrected as appropriate to the age and stage of the pupil. As pupils progress through the school symbols will be used to indicate where errors occur and the pupil will be encouraged to self-correct. (Appendix 2)

Statutory Assessment

EYFS – A baseline assessment is undertaken for all pupils within a few weeks of entering Reception. This is carried out through observations. This allows the teacher to track progress and plan effectively for all pupils in order for them to make at least good progress during the year. All pupils are assessed against the Early Learning Goals at the end of the Reception year.

Year 1 – The national Phonics Screening Check is carried out in June.

Year 2 – The statutory assessments for the end of Key Stage One for Reading and Mathematics. The outcome of these assessments informs the end of key stage teacher assessments. Writing will be assessed through teacher assessment only.

Year 4 – The national Year 4 Multiplication Tables Check is carried out.

Year 6 – The national Statutory Assessment Tests for the end of KS2 in Reading, Grammar, Punctuation and Spelling; and Mathematics. Writing is assessed by teacher assessment only,

Summative Assessment:

All assessment methods used will feed into the school internal tracking of attainment and progress. Burbage Primary School use DC Pro to track attainment and progress against the Early Learning Goals and the National Curriculum objectives. Assessment takes place three times a year. Pupils are expected to make at least good progress every year. Pupil Progress meetings are held between the class teacher and the Principal after every assessment point to pinpoint children off track to make at least good progress.

Good progress is deemed to be a full year's development eg Expected in Year 3, should be Expected in Year 4. If a child is working towards expectations in Year 3, they should be working towards in Year 4. Our assessments throughout the year reflect 'on track to be expected, on track to be greater depth' approach.

Assessing in Reception:

Observations form the key assessment tool in the Reception class. Observations are recorded on Tapestry (our digital platform) along with photographic evidence.

Communicating with Parents:

Parent's evenings are held in the autumn term and Summer Term. A written report takes place in the Spring term. For those children with SEND, ISP meetings will take place at least three times a year to discuss progress against specific targets aimed at supporting children's specific learning needs.

Assessment Policy Appendix 1

Marking Colours:

Teachers mark in green so it can be clearly visible against the children's work (in blue).

Pupils will use a Purple Polishing pen to self-edit their work. This will be introduced at an appropriate age / stage for each pupil.

Appendix 2

Expectations:

- All work should be dated.
- Children should write out the long date and underline it, the short date can be used in maths and science.
- If an adult has worked with a child, they should mark:

T or TA focus group
I (Independent)
S (supported)
G means groupwork

Spellings – common exception words and words from the Knowledge Organiser should be spelt correctly and picked up if not. Not all mis-spelt words should be picked up when marking, teachers are to use their discretion, identifying words that should be spelt correctly, taking into account the child's age and ability.

EDITING CODE

Please write in the margin and encourage children to find the mistake for themselves.

Sp	Spelling mistake
p	Check punctuation
CL	Check capital letters
^	Word missing
//	New paragraph
T	Check tense

LITERACY MARKING IS ESI!

 for two parts you like.

Jason attacked the dragon. One improvement prompt.

Example	<p>Improve the fight using one of these examples:</p> <p>Jason lunged courageously at the fearsome beast.</p> <p>OR Jason thrust his sword viciously into the dragon's flesh.</p>
Scaffold	<p>Fill in the gaps with powerful adverbs.</p> <p>The dragon's tail lashed _____, cutting into Jason's flesh. Jason lunged _____ at the fearsome beast.</p>
Improve	<p>Use more adverbs to improve this part.</p>

PA = peer assessment

VF = Verbal Feedback

E (1,2 etc) refers to Jane Considine feedback in English – children are encouraged to self-edit

Appendix 3

Ideas to try in class

Ask more open-ended questions that require thinking

- Use of question card templates from Blooms Taxonomy
- Allows for more effective analysis of children's thinking and can identify any misunderstandings.
- Provides opportunities to extend children's learning through more challenging questions.
- Should be built into planning.
- As a possible plenary exercise – children could create their own questions.

Use examples to show quality

- At the start of the lesson create/show them a WAGOLL (What a good one looks like) of what they are aiming to produce.
- Could use previous examples of written work etc. (Keep good examples from previous years)
- Opportunity to highlight different parts area of the example and discuss them relating to the success criteria, e.g. "This makes it greater depth because..."

Learning Partners

- Provide each pupil with a partner to discuss their work with.

- Important that they understand their role – to be truthful and help improve their partners work.
- Must understand the Learning Intention and Success Criteria of the lesson – so that they can relate back to it.

Think, Pair, Share

- Pupils to think individually, then discuss ideas with a partner and then share to the class
- Could be written or verbal depending on age and subject
- A quick way to break up too much teacher talk
- Allows pupils to discuss their own ideas and gain confidence in them before sharing them to the class. Will help some pupils to feel more confident about answering.

Thumbs up/down (self-assessment).

- Children to rate how they feel they coped with a lesson by either showing a thumbs up, thumbs to the side or thumbs down.
- Good as an introduction to self-assessment in lower years – children could be encouraged to put their heads down or close their eyes to help honesty.
- Encourage them to explain e.g. “Why have you given me a thumbs down?”

NO hands up!

- All pupils are expected to be able to answer at all times – even if the answer is ‘I don’t know.’
- Encourages children to stay alert and focused, rather than relying on children who put their hands up.
- Alternatives: Lollipop Sticks, Random name chooser, choose a class mate to answer.

Time Outs

- Have a 2 minute time out during the lesson – pupils can talk to the people sitting next to them and ask them any question they wish.
- Children are more likely to ask a question they might not want to ask the teacher.
- Allows them to hear explanations in their ‘own language’
- Benefits the pupil who has to try and order their thoughts to explain the answer to them.