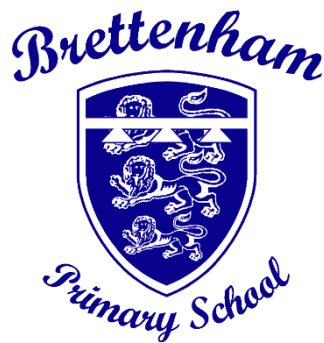


# Brettenham Primary School



## Marking and Feedback Policy

**2021**

Completed: September 2021  
Next Review: September 2022

# Marking and Feedback Policy

## Rationale

We recognise that feedback is an integral part of the learning process and must be precisely positioned and embedded into each lesson. We believe that children benefit from verbal feedback and the opportunity to discuss their learning with their peers and their teacher. Therefore, written marking in all subjects is replaced by pupil teacher conferencing. Feedback should empower children to identify their own strengths and areas for development and in turn, create independent, self-motivated pupils who have ownership over their learning.

(Article 12)

## Aims

At Brettenham we aim to:

- Encourage children to look at areas for improvement in a positive way. *(Article 29)*
- Raise standards by celebrating successes and encouraging children to improve on their last piece of work.
- Create a dialogue which will aid progression and improve children's confidence and self-esteem.
- Ensure that pupils' responses show a heightened awareness of and a responsibility for their learning. *(Article 12)*
- Help pupils to understand how well they are doing, where a piece of work can be improved and offer additional challenges that extend learning.
- Allow time for children to respond to comments; enabling time for reflection on current learning and targets for future learning.
- Develop children's ability to self and peer assess. *(Article 29)*

## Principles of Fast Feedback

- Teachers have a thorough understanding of each pupil's needs through embedded Assessment for Learning practice during lessons. *(Article 3)*
- Teacher time is spent effectively by looking at children's work after each lesson and adapting plans to meet the needs of the children in the following lesson and planning the focus of conferencing sessions.
- Each child is conferenced at least once per week for Numeracy and Literacy (target 6 children within the lesson).
- Conferencing is focused on either guiding pupils to make improvements or extending children with an additional challenge.
- Effective teacher questioning guides pupils to either self-assess or peer assess (ks2 only) every lesson.
- Pupils have ownership over their books and are given the opportunity to self-mark and respond to their conferencing. *(Article 12)*
- Previous unmet success criteria are used as part of each conference and children are encouraged to refer to them during lesson time.

## Fast Feedback non-negotiables

- All books to be looked at after every lesson and conferences to be planned accordingly.
- Purple pen to be used for self/peer marking and completing any additional next steps.
- Children to use red pen during conferencing to improve their work and to make reflections.
- Conferencing to take place with individuals or groups once per week.
- Next steps to be given to children who show an understanding of the given task. This is done through conferencing, additional challenges in lessons or further success criteria.
- Success Criteria to have 'self' and 'peer' columns, to be completed by child during lesson in KS2.
- Success Criteria to have 'me/teacher' column, to be completed by child during lesson in KS1.

- AFL, self-reflection or peer reflection to be built into all lessons through starters, mini and main plenaries where applicable.

## Monitoring and evaluation

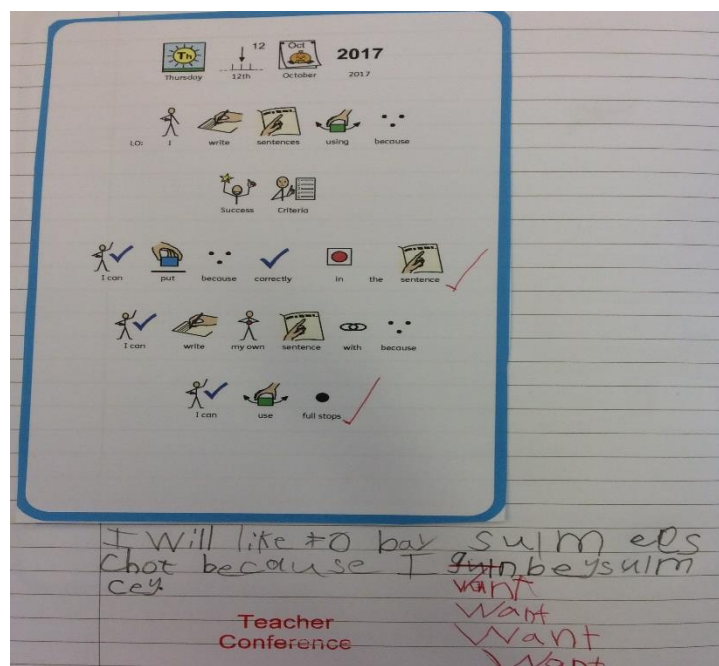
As part of our regular audits, members of the Senior Leadership Team and Curriculum Team will review samples of work and carry out pupil interviews from each class to monitor the implementation of this policy. A sample of children's books will also be reviewed by our School Improvement Partner. The desired outcomes for this policy are to show improvements in children's learning and greater clarity amongst children and parents concerning the children's achievements and progress.

## Early Years Foundation Stage

Due to its very nature, children attending Nursery and Reception learn through play based activities. When the children are developmentally ready, during the Reception year, we ask the children to complete short tasks in their Writing book. As the children are at the very early stages of fine motor skill development, we provide verbal feedback during every written task. The children are guided through a task on their own or with a small group and the outcomes are discussed. The teacher will provide a narrative of the task in green pen to provide the child's 'next step'. The child will then respond to this 'next step' with a red pencil. This could also include a short quote from the child as a result of the conference. Throughout the year, children will complete short practical tasks for Maths. The teacher will display evidence of the child's attempts on their Learning Journal page on Tapestry.

## Nurture

The children that attend the nurture group will complete the work their class teacher has set, as well as individual targeted work. This will be worked on with the nurture group teacher on their own or in a small group. The children will complete their work and either peer or self-assess it using a success criteria checklist. The nurture group teacher has created a template for this using recognisable symbols the children are familiar with. This allows the children to be more independent whilst reflecting on their learning and allows them to consider their 'next steps'. The children will respond using a red pen to indicate a conference has taken place, this will then be stamped by the teacher.



## SEND

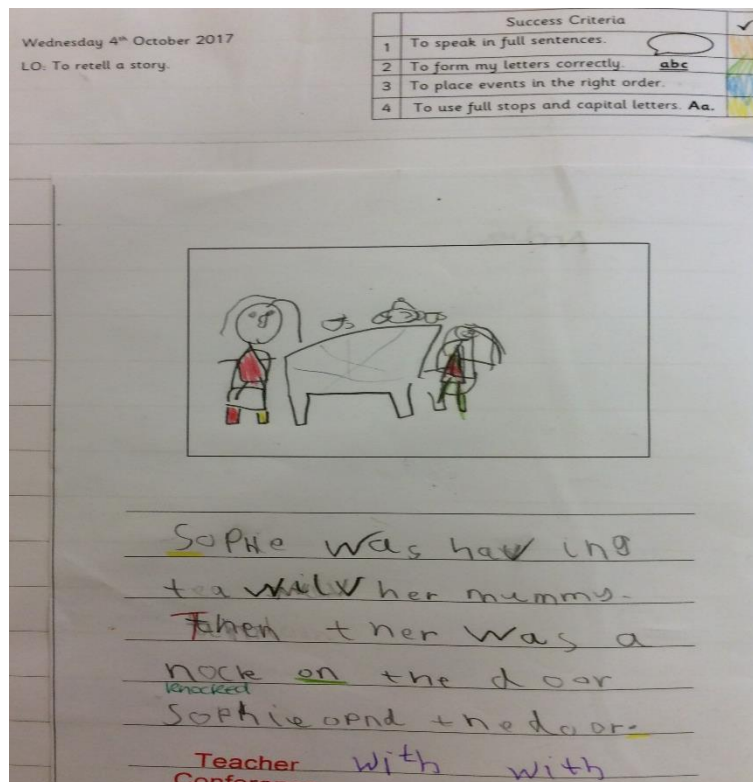
Children with particular educational needs that may struggle to produce and edit their own work, can have their verbal responses scribed by the teacher in a green pen. This can be done by using speech marks or can be written in a narrative form. If working with a Learning Support Assistant, the child can be conferenced and can use a red pen when appropriate. The LSA will stamp the piece of work to indicate a conference has taken place.

## LSA/TA SUPPORT

When conferencing a child, LSA Support or TA Support should be written in green pen to indicate that a conference has taken place by somebody other than the teacher.

## Key Stage 1

At the beginning of Year 1, the children are given a transition period from the EYFS style of learning into a more formal lesson structure. This will mean that the teacher will conference with a small group of children on their written work, whilst the other children carry out more practical activities. This allows the teacher to conference every child and extend their learning. The teacher will also use a green pen to narrate or quote the child during this time. The teacher will then stamp their task to show a conference has taken place. During this time, children will be introduced to Learning Objectives and Success criteria which they will begin to use to self-assessment to assess their learning. As children are ready, they will be introduced to using the 'red pen' as a tool to edit their work during the conference.



## Year 2 and 6

Due to the standardised attainment tests in Year 2 and 6, there will be some slight adaptations to the presentation of the children's work samples. The children will still self and peer assess their own work and will give feedback from the teacher through weekly conferences.

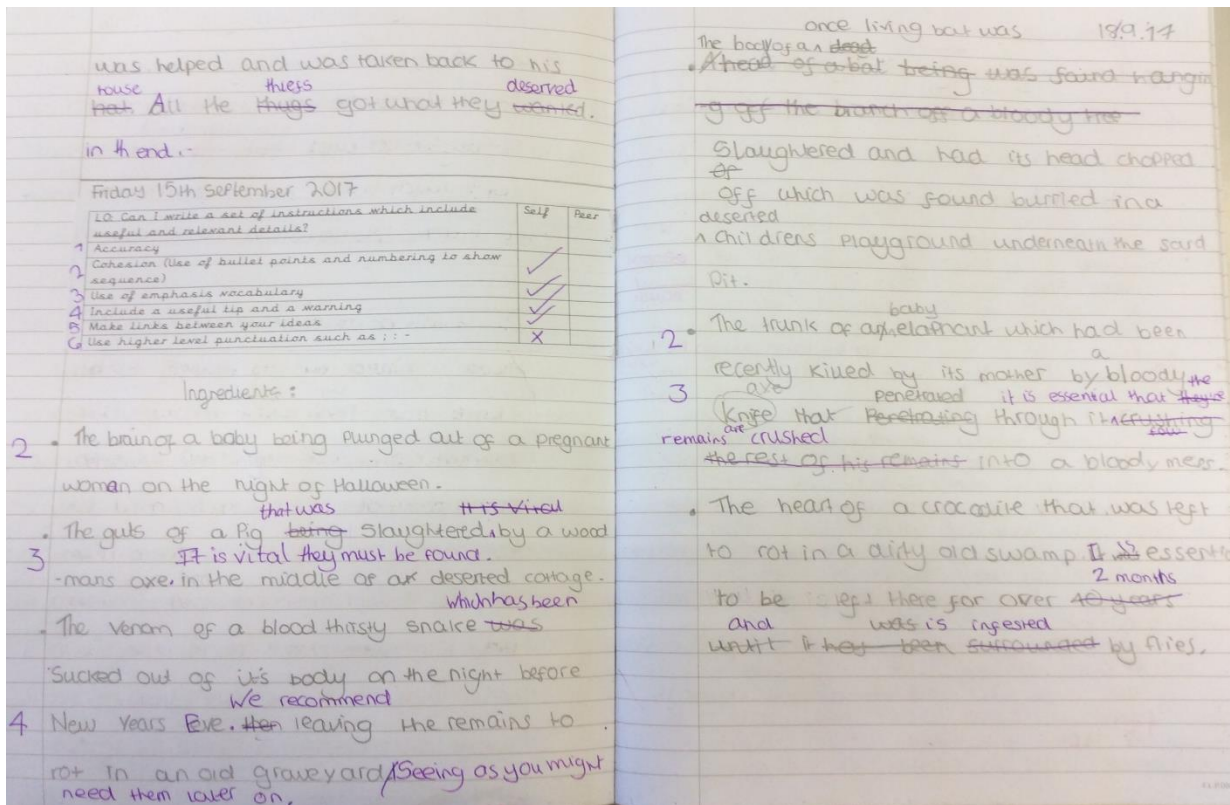
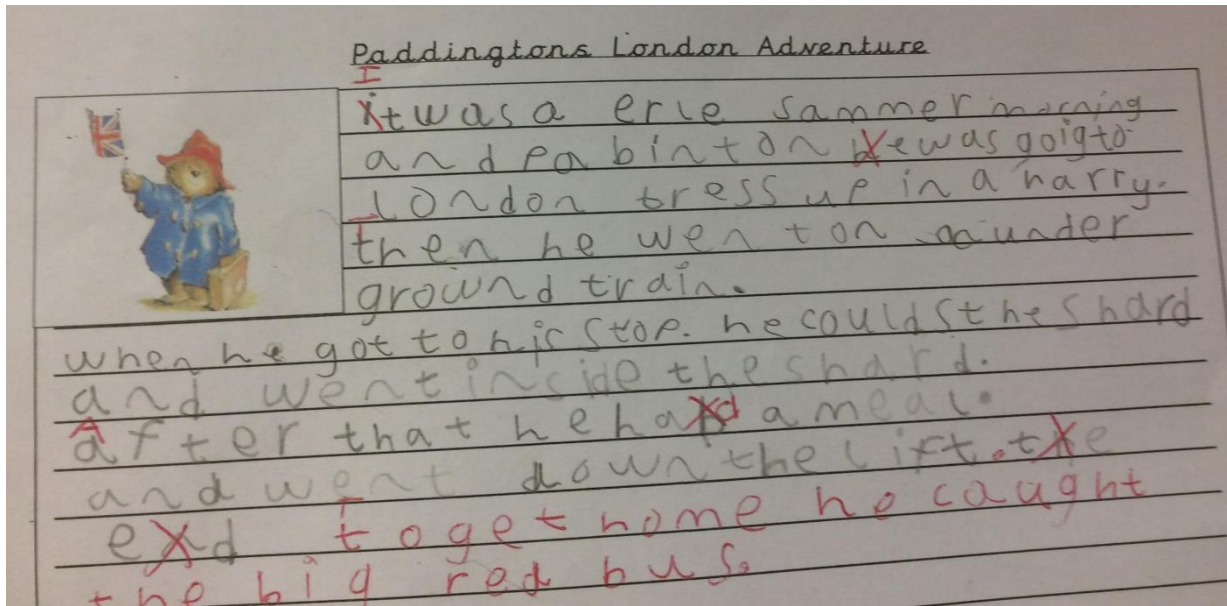
### Success criteria

- Success criteria used in the autumn term can be specific and include examples. e.g. I can use co-ordination (e.g. or / and / but) to join clauses.

- From January onwards success criteria cannot include examples. e.g. I can use co-ordination to join clauses.

When conferencing pupils, teachers can discuss the written work and any improvements that could be made. It is then up to the pupil to decide what improvements they will add. Teachers must not tell pupils specifically where to add, for example, adjectives and full stops.

For Guided Reading, throughout Key Stage 2, teachers are permitted to mark the children's work as this is beneficial when it comes to inference style questions.



## Success Criteria

Date

### Lower KS1

Wednesday 14<sup>th</sup> March 2018

LO: To make a story map.

	Success Criteria	T/M
1	To recognise parts of the story. (red)	
2	To correctly sequence the story. (green)	
3	To begin to recognise the opening of the story. (blue)	

Learning objective

Success criteria identified through colour

Teacher/Me Assessment

### Upper KS1

Learning objective

LO: To make inferences about a book based on information given

Success criteria	Me
I can infer the meaning of unfamiliar words using clues in the text (red)	
I can explain what new words mean (green)	
I can use new words correctly in a sentence (blue)	

Success criteria identified through colour

Self Assessment

### KS2

Learning objective

LO: To understand how to infer a characters thoughts, feeling and emotions through the use of a letter

Success criteria	Self	Peer
1 I can use and maintain a formal tone		
2 I can write in the present tense		
3 I can use adverbials to show cohesion across paragraphs		
Next Step -		

Next step based on teacher conference

Success criteria identified through numbers

Self/Peer Assessment

All success criteria should have the same format as above. The amount of criteria and how long they are used is dependent on the task and needs of the learner. Greater depth or next steps can also be added at the bottom of the criteria where learners require extension. Short date to be used for Numeracy, long date for Literacy next to success criteria followed by the short if work is continuous. KS2 are expected to write the date themselves.

**Red pen should be used by children to tick success criteria if met due to a conference.**

## The Impact

Once the child has been conferenced and their work has been improved as a result of the discussion, this will be evident in their next piece of work. Below is a Year 2's first draft of their writing and their final piece. The child has remembered the additions made during the conference and has created a higher level piece of work as a result.

LO To write a newspaper report

Thursday 19 October

Success criteria	Me	My friend
I can write about real events		
I can use capital letters and full stops	✓	
I can use conjunctions in my writing	✓	
I can use finger spaces in my writing	✓	

The great fire of London started on Sunday 2nd of September 1666.

It was started by a unforgeivable baker, Thomas Farciner, who left the hot and metal stove on. The fire spread quickly because the streets were narrow and houses were close together to the other.

People tried to fight the fire with leather buckets and fire hooks but it did not work.

King Charles II told people to blow up the houses with gunpowder to stop the fire from spreading.

The fire was finally stopped on Thursday 6th of September 1666 but the city was destroyed.

The people felt grateful because the city was a better place and the houses were made from strong and heavy bricks.

Thursday 19 October

LO To write a newspaper report

Success criteria	Me	My friend
I can write about real events	✓	
I can use capital letters and full stops	✓	
I can use conjunctions in my writing	✓	
I can use finger spaces in my writing	✓	

## LONDON GAZETTE

THURSDAY 6<sup>TH</sup> SEPTEMBER 1666

The great fire of London was started on Sunday 2nd September 1666. It was started by a unforgeivable baker, Thomas Farciner, who left the hot metal stove on. The unstoppable fire spread quickly because the streets were narrow and wooden houses were to close together to the other. People tried to fight the fire with leather buckets and fire hooks but it did not work. King Charles II told people to blow up the houses with gunpowder to stop the fire from spreading. The fire was finally stopped on Thursday 6th of September 1666 but the city was destroyed.	The people felt grateful because the city was a better place and the houses were made from strong and heavy bricks. King Charles felt grateful to because the fire stopped and everyone was happy except from 4 people because they died. Samuel Pepys was frightened but also happy, he was frightened because his house was burned down and he was happy because he was happy because II told people to blow up his chese and wine masak!
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From: Uyou



Fast Feedback

## Which pen?

### Red Pen



During or after a conference.

### Purple Pen



Assessing myself and my peers.

### Green Pen



Scribing and spelling.

LSA or TA support.