

Reviewer All staff	BROOKFIELD JUNIOR SCHOOL <u>Marking and Feedback Policy</u>	Review date Annually at September INSET
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Rationale

This policy identifies the methods in which we give pupils feedback to help them make progress with their learning at Brookfield.

Principles

Pupils learn best when they understand each lesson's Learning Question and the Steps to Success to enable them to meet the desired Learning Outcome.

Detailed and explicit feedback is the most effective way of helping children to understand their achievements and successes and how they can use these to further develop their understanding and to improve and progress to the next level.

The feedback that we give our pupils can vary and will include:

- verbal comments
- written comments
- one-to-one conversations between teacher and pupil
- verbal feedback between teacher and groups of pupils
- feedback between peers where pupils are working in groups of two or more

Verbal Feedback

We acknowledge the effectiveness of immediate feedback and we talk with our children during lessons to provide support and guidance that can be discussed and acted upon immediately. **VF** indicates verbal feedback has been given. This is accompanied by a short comment or couple of words to indicate what has been discussed.

Written Feedback ~ Marking

All work will be marked, whether it is by a member of staff, a peer or the pupil.

Self assessment ~ Pupils' marking of their own work:-

They will indicate next to each Step-to-Success accordingly to show their level of understanding/success:-

- With a tick to show they have understood and completed successfully
- With a wavy line to show they have made a good effort and partly understand; maybe need more practice.
- With a dot to show they don't understand; had difficulty and need some help and support.

Peer assessment and marking:-

- Peers may add a comment relating to the LQ, with their initials beside it.

Teacher assessment and marking:-

An indication that the Learning Question has been met/achieved by traffic light colour highlighting through the Colour-level written alongside the LQ:-

- Green highlight = Yes you can; You understand and have shown evidence that you have met the steps for success.

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- Orange highlight = You have made a good effort and there is some evidence to show some understanding and some steps to success have been met.
- Red/pink highlight = You have tried but I can see that you need further support to help you understand and be successful.

In addition some work will be marked with written feedback to include:-

- Comments to praise and acknowledge achievement relating to the LQ/Steps-to-Success (**in green at the bottom of the page**).
- Comments to highlight the pupil's next step for improvement ~ ie: a 'thinking point'. These comments do not outweigh the amount of successes indicated (**in pink at the bottom of the page**).
- **Incorrect spellings** ~ indication is given with a **sp =>** in the margin that there are spellings to correct on xxx line. Children find the mistake and spell it correctly either in the margin, over the incorrect word, or at the end of the piece of work (maximum of 2/3 corrections per piece of work).
- **Missing punctuation/grammar** ~ indication is given with **=>** in the margin that there is a mistake to correct on xxx line. Children find the mistake and correct it using their purple pens (maximum of 2/3 corrections per piece of work).
- All corrections are addressed during the same lesson or at an appropriate time during the next lesson, or during Early Morning work.
- A green tick is put through the **=>** to show it has been addressed by the child and checked by an adult.

In order for the Feedback Policy to work effectively alongside the principles of giving feedback, the Learning Question, its Colour-Level and the Steps-to-Success are printed on strips that are then stuck in books at the beginning of all pieces of work. Wherever appropriate, if a booster session has been attended, an indication of the content of the session will be written in the pupil's book and highlighted accordingly.

Other symbols used for feedback and information:-

AW = Assisted work **IW** = Independent work **GW** = Group work/Guided work

Equal Opportunities

Consideration will be given and feedback methods adapted as required to ensure all pupils can access their feedback as appropriate. For example, written comments may be simplified for pupils with poor literacy skills.

Communicating this policy

This policy will be shared with parents and carers of the children at Brookfield. Supply teachers will also be informed of these procedures and expected to mark work accordingly.

Monitoring

Subject leaders may monitor marking when work sampling throughout the year.

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SLT may monitor marking when work sampling throughout the year.
Marking will be considered at staff meetings when pupils' work is moderated.

Review

Our methods of feedback and their effectiveness will be reviewed regularly.
At the beginning of each new academic year we shall confirm our procedures and practices to ensure consistency throughout the school.

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