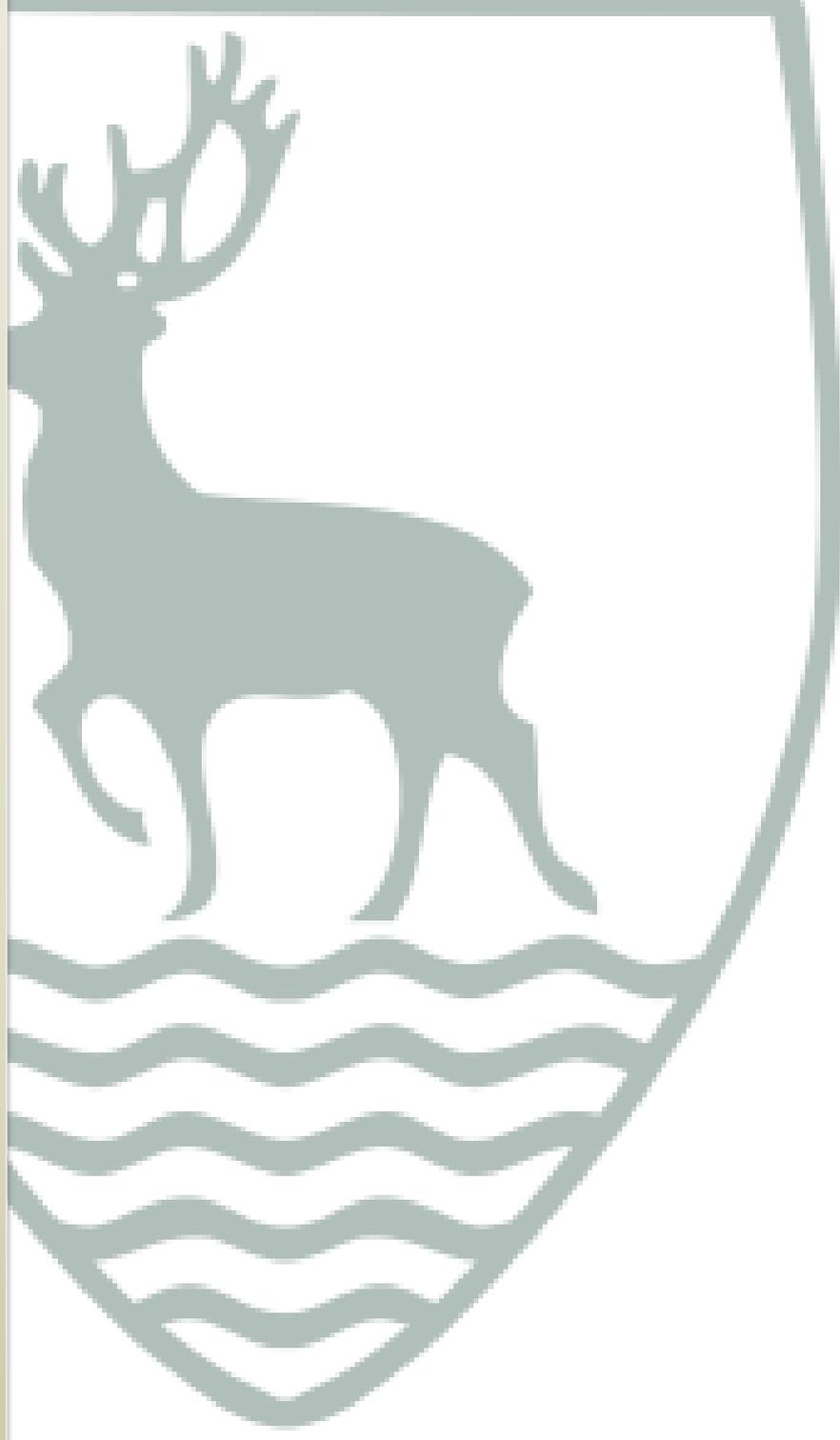

Simon Balke All-Through School

Feedback and Marking Code





Lower School Feedback and Marking Policy

Rationale:

Here at Simon Balle All-through School our focus is simple; it is our child's learning.

We strive to provide meaningful experiences that not only give learning a context and wider meaning, but also engage and challenge our children.

Our expectations of every child are high and we expect them to make the best possible progress whatever their background or circumstance.

The critical purpose of feedback and marking is equally simple; it is about:

Moving learning forwards

This has the key elements of

- Highlighting and celebrating success
- Supporting improvement
- Identifying next steps in learning

This rationale must be clearly understood and applied for feedback and marking to be truly effective. Feedback and marking is not just about justifying oneself professionally, or the school, to parents, governors, County or Ofsted with copious and technical comments. Instead it will be meaningful and purposeful for the child and the teacher in moving their learning forward. It will be self-evident in its purpose and outcomes.

Principles:

At Simon Balle, we believe that the greatest motivational benefits and improvements will come from focussing feedback and marking on:

- The qualities of the children's work, in relation to the learning objective, instead of a comparison to other children.
- Positive praise for specific successes in a piece of work
- Specific ways in which the child's work can be improved, and crucially, being given the opportunity and time to do so.
- The improvements that the child has made compared to his/ her earlier work.





We want our children to develop as independent learners, with an awareness of their own strengths as well as being skilled and able to tackle areas for development. Therefore, it is essential that:

- Feedback and marking forms an informative and accessible dialogue with clear teacher and pupil roles
- Clear provision is made for opportunities to reflect and act upon improvement comments, thereby moving learning forwards.
- Improvement is cyclical, valued and clearly evidenced.
- The children are made aware of learning objectives and of the criteria that their work will be marked and assessed against, in age related vocabulary.
- The learning needs of individual children are understood and work is set and marked according to this.
- Feedback is given sensitively, remembering that self-esteem is the most significant factor in being a successful learner.

Aims and objectives:

Effective marking and feedback should:

- Recognise, encourage and reward children's efforts, achievements and celebrate their successes over time.
- Provide a clear dialogue between teacher and child, and clear, appropriate feedback about the strengths as well as the areas for development.
- Improve self-confidence and help them, with the teacher, to set future 'what next?' steps in their learning.
- Give children a clear picture of how well they have met their learning objectives or targets.
- Identify children who may need additional support/ further challenge.
- Celebrate and reinforce expectations
- Inform future planning.

Practice:

Wherever possible, feedback and marking takes place with the child and is shared as immediately as possible.

All written work, should be marked before the child sees the book again. This is to ensure they are sure of their strengths as well as areas to work on in the next lesson.





Early Years

Learning Journal:

'Tapestry' is used as an online learning journal and should be updated at least once per week per child.

Paper learning journals should also be kept and this should include:

Children's work-

As well as an example of the child's work it would be expected to display:

- Annotations of what the child was doing, what they were learning
- Date of observation and initial of adult observing
- The area of learning (AOL) and age band
- Whether it is independent (I), copied from a board (C) or supported (S)
- ✓ to show a positive – what has been learned
- → to show a 'what next' to move the learning forward
-  to show any pupil voice that supports the observation

Formal observation-

This would be an observation, where during an activity an adult takes note of a child's learning. This would be recorded on an observation record

Name:	Date:	ChIL ALA	ADA
Observation:			
COEL: Engaged Thinking		Motivated	Observed by:
		alone children	with adult
			with
CL	PD	PSED	L M UW
EAD	Age band: _____ (months)		
What next?			





To include:

- An observation of what learning was taking place
- Date, AOL, characteristics of effective learning (COEL), age band and whether it was taken during Child initiated learning (ChIL) or Adult directed activity (ADA) or adult led activity (ALA)
- A photograph, a what next and/or pupil voice may be relevant here also.

Adult directed activity observation-

This should include a background story about the activity that has taken place. Space should be left below the story to record a personalised observation about the learning and achievement for each child. This should also include:

- Date, AOL, age band and adult initial
- It could also include a photograph, a → 'what next?'  and/ or pupil voice

Assessment sheets-

The highlighted ages and stages should be kept in the front of the learning journal at all times. They should be updated as a record of the child's ability:

Entry- within the first 6 weeks of starting school- highlighted **pink**

Autumn- by the end of the Autumn term- highlighted **orange**

Spring- by the end of the Spring term- highlighted **green**

Summer exit (profile data)- by deadline in June- highlighted **blue**

Early years and Key Stage One:

Marking should be consistent across every piece of work. All writing is completed in a 'writing book', all maths in a maths book and any other work to be filed in a 'creative learning' book.

In all other work books that the children use, marking should be concise and clear. It is important that the children realise when they have done something well that should be celebrated. It is also important to share a → 'what next?' step to move the learning forward.

Please ensure these codes are used in books at all times, to show consistency between all year groups.

Each piece of work should:

- Include a date and a learning intention
- Each piece of work should have 'steps to success' as an 'I can...' statement.





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- Achievements against the steps to success should be marked with a **pink** highlighter. Areas for growth should be marked with a **green** highlighter. Punctuation will be a focus of every day and improvements should be evident

<u>Date:</u>	○ A . ○
<u>Learning Intention:</u>	
<u>Steps to success:</u>	
<ul style="list-style-type: none"> • I can... • I can... • I can... 	

- Show whether it was completed independently (i), copied from a board (C) or supported (S) Each piece of work should be initialled by whom it was marked by.

What next?

- A 'what next' → should be given to extend learning and/or gain awareness of the child's understanding. This will be marked in green and responded to, by the child, with a green biro.
- Time should be given in the next lesson to look at the areas for growth and →. Children should acknowledge this with a suitable correction in green biro
- In Maths, a → could be in the form of a word problem which ensures children are challenged to work at a mastery level
- In Writing, a → could extend their thinking, change a word to be more powerful, re-phrase a sentence, etc, rather than correct a spelling or complete punctuation.

Spelling:

- Errors according to age and phonics phase – up to 3 per piece of work. Editing is a big part of children's feedback and development, so spelling should be corrected based on ability of child and/or year group and should be progressively corrected.
- 1) At first, spelling errors should be indicated in the piece of work by highlighting the **word**. The correct spelling should be given at the end of the work for the child to copy x1.





- 2) The next stage is where you highlight the word but do not give the correct spelling. The child should independently correct the error above the word.
- 3) As the children gain confidence, the line on which the error has been made should be marked and the child should independently find and correct the error.
- 4) Finally, a few lines of a paragraph that has an error should be marked and the child should independently find and correct the error. (This should be in place for Year 2)

Other correction issues:

- Rubbing out: should be avoided where possible. This is because the original word is important evidence of the child's learning and should therefore be seen. Instead, a single line should be drawn through with a ruler, and the correct spelling written above.
- VF: It is often suitable to give verbal feedback to a child as and when they are writing/ working. If verbal feedback is given, the adult will initial a symbol **VF** with a brief comment. This may be sufficient marking for this occasion.
- Lines: All children should draw straight lines with a ruler
- Sheets: Should be trimmed and stuck in neatly, so they are not overhanging on the page

