

The Bliss Charity School



The Bliss Charity School aims to provide a caring, secure and enriching experience; each child is encouraged to develop strong personal, academic, physical and creative skills for lifelong learning.

Feedback and Marking Policy (2023-2025)

Introduction

“All school leaders understand the importance of providing meaningful feedback. Done well, it supports pupil progress, building learning, addressing misunderstandings, and thereby closing the gap between where a pupil is and where the teacher wants them to be.”

EEF, June 2021

‘Feedback is one of the most powerful influences on learning and achievement’

(Hattie and Timperley 2007)

At The Bliss Charity Primary School, we recognise that timely, accurate and age appropriate feedback is a fundamental element of teaching and learning and is therefore essential in supporting children to achieve and be successful learners. We are also mindful of the impact of extensive written marking on teacher workload and wellbeing, and the limited evidence of its efficacy in helping children learn- the EEF states that written feedback strategies have lower impact than oral feedback. Our feedback policy, therefore, reflects what we know about how children learn best and how this can be best managed by staff in the classroom environment.

Rationale and Aims

The purpose of feedback is to support a child’s progress and at Bliss we want our pupils to take responsibility for their own work, develop deep thinking and reflective attitudes to their learning; internalising the skills taught in class. Extensive written marking, provided after the lesson, has limited impact on pupil progress, is time-consuming for teachers and detracts from pupil responsibility to correct

and improve their own work. At Bliss we aim to make the best use of lesson time during the school day to make accurate formative assessments, give prompt feedback to address mistakes and misconceptions as well as use the information gathered to support children in building independence and making progress.

We aim for marking to be: **meaningful**, **manageable** and **motivating**.

How Feedback Takes Place at Bliss

Feedback will look different across the seven years of primary school as we must account for teachers giving feedback in the most appropriate way for the age of the children they teach. We encourage live marking as much as possible and discourage teachers taking books home to mark. There are times when this will happen for assessment purposes during PPA but otherwise, we encourage as much feedback during the lesson for greatest impact.

Teacher feedback will be evidenced by:

- Using a green highlighter mark to show success;
- Using a pink highlighter mark to show ways forward and points to consider- once the children are ready, scaffolding feedback will be considered at this point e.g. putting a pink dot in the margin instead of under/next to the mistake so that the children are actively finding their own errors;
- Written feedback in a pen colour of choice (not green or pink). Written feedback will only be used where appropriate.

In Reception:

For our youngest children, the vast majority of feedback is immediate and verbal. These children will need additional support as they begin their learning journey in primary school and adults will use their professional judgement and expertise in how best to support these children to make progress. As children approach the end of the EYFS it will be important for staff to familiarise the children with more structured feedback approaches to prepare them for the transition to Key Stage 1.

In KS1 (Years 1 & 2):

In Years 1 and 2 teachers will be developing the children's independence and ability to take responsibility for the accuracy of their work. Using pink and green highlighters, teachers will alert children to common mistakes in their work and support pupils to make corrections. In Year 2 children will be increasingly independent and will be expected to make regular use of self- and peer-marking opportunities and proof-reading and editing time to identify errors promptly and understand how to work more accurately. When children make an improvement/correction/edit, they will use a 'polishing', editing pen (not pink or green). One line through an error is adequate. We will avoid using rubbers as children will not be able to reflect back on their learning journey if their errors have been rubbed out.

In KS2 (Years 3, 4 5 & 6):

In Key Stage 2, children will be expected to be increasingly independent and responsible for correcting their work. They will be regularly provided with different methods of feedback to support them in doing so:

- Immediate feedback:
 - Takes place in the lesson including group and whole class feedback;
 - Verbal feedback for immediate action.

- Praise.
- Further challenge given by adult.
- Responsive feedback:
 - Takes place soon after the lesson/activity either individually or in small groups.
 - Re-addresses knowledge from the lesson or addresses missing knowledge.
 - Supports direction of over-learning.
 - Often verbal.
- Summary (feed forward)
 - Involves reading/looking at the work of all pupils at the end of a lesson or unit.
 - Identifies and addresses key strengths and misconceptions for the whole class or groups.
 - Takes place during the following lesson.
 - Involves allocating time for editing based on the feedback given- children edit in green pen.
 - May involved peer support or support from the teacher or teaching assistant.

English:

In English, most sustained writing lessons will include or be followed up with editing time. During this time, whole class feedback will be delivered showing strengths and areas for development and will include teaching on how to identify and improve on these. Some individual ways forward will have been marked with pink.

Teachers will have looked at pupils' work during or soon after the previous English lesson and identified where the class, or a group, have excelled or made mistakes. These will be linked to technical accuracy and the content of the writing.

Editing time will be divided into two key areas:

1. **Proof reading:** checking and changing punctuation, checking and changing spellings, correcting letter formation and handwriting, changing grammatical errors e.g. tense and verb agreement, sentence structure etc.

During proof reading sessions, the teacher will share models of excellence and extracts of pupils' work using a visualiser/Apple TV or the interactive whiteboard. They will share what a high-quality, accurate piece of work looks like, focussed on a specific area, and instruct children to check their own work and make changes in response to the good example. Following this, the teacher will share examples which exemplify a misconception or common mistake (do not share names of the children). This work could be from a previous year class or text that has been created to serve a point. The teacher will then use this time to re-teach knowledge. The teacher will also have selected key spelling mistakes and spend time pointing out these spelling errors and explaining the correct spelling and how to remember this in future. Children will then be given a short period of time to proof read their work. They will check for similar errors and correct them. Children may be encouraged sit in mixed ability pairs or groups to support each other in the identification and correction of mistakes.
2. **Editing:** improving the composition (and effect on the reader) by improving vocabulary choices, adding speech, description or action for further clarity, experimenting with word order and sentence structure. During editing sessions, the teacher will show a number of pieces which exemplify the composition focus e.g. a well-developed character description. The teacher will

explain why this piece is particularly successful. The teacher will then share less well-written examples (anonymous or fictional) and the children will suggest together how it might be improved. Children will then in pairs or small groups share their work and suggest improvements, alterations and refinements. The children will rewrite short sections of their work to show progress.

Corrections will be done in a coloured editing pen and then the work re-written in pen or pencil.

Some children may need more support in order to be successful in improving their own work as they learn to be more independent learners. Teachers will need to add support and scaffolds where needed. Some children will need prompts to enable them to focus when looking for mistakes.

Commonly misspelt words will be retaught during whole class feedback but there may be times where individual pupils need spelling mistakes identified. These will be indicated to the pupil with the use of a pink dot either under the spelling or in the margin depending upon their age and independence. To ensure that feedback is appropriate and timely the teacher should use their discretion and professional judgement in deciding how many key spelling errors are identified; too many may prevent the feedback from being as meaningful and effective.

Mathematics:

In daily mathematics lessons, teachers should pause to reflect upon some of the initial answers to problems and after doing a few calculations children should be given the opportunity to mark and check their own answers. If something has been misunderstood, teachers can then address this immediately in the lesson. This will also support less confident children in rapidly gaining confidence in developing the new skill or knowledge. Teachers might also ask children to work in a group, compare answers and try and find out which answers are right and where they might have gone wrong.

Where children have corrected their work, it should be in a coloured pen, this will allow adults to see what mistakes they are making.

Revisiting and checking their own work gives children opportunities to over-learn and commit learning more securely to long-term retention.

Teachers may also use the visualiser/Apple TV or interactive whiteboard to model ways of checking and ask children to do the same, proof reading their calculations. Giving children work to mark from fictitious children, which includes common misconceptions, is a good way of helping to develop this.

Where possible, teachers should provide immediate feedback on children's work within the mathematics lesson to provide children with the best opportunities to improve. However, where this is not possible children should be given opportunities to spend time with the teacher or teaching assistant in small groups to receive feedback on their work.

In Key Stage 1 and the EYFS (Early Years Foundation Stage, whilst these routines and skills will be taught, it may be necessary for teachers and teaching assistants to check through calculations for the children. Where number formation is developing, incorrect number formation will be identified using a pink line under the number.

What Feedback Looks Like in Other Subjects

Children's work is expected to be of the same high, written standard as in English. Spelling and grammatical errors may be highlighted however, the focus of any feedback should be based upon the knowledge or skills on the subject linked to the lesson learning objective.

Special Educational Needs and Disabilities (SEND)

When marking the work of children with Special educational Needs and Disabilities, we take into account the wide range of abilities of our children. Children's individual education plans will be used to support when marking and giving feedback. Extra support is given and the curriculum is differentiated to meet their individual needs, whilst ensuring access to a full and varied curriculum along with their peers. Reasonable adjustments will be made to that every SEND child can fully access the curriculum and will be given feedback appropriate to their learning.

Signature: **(Chair of Governors)**

Print Name: Mrs. S. Hornagold-Prosser **Date:** 01/2024

Signature: **(Headteacher)**

Print Name: Mrs. L. White **Date:** 01/2024