

Feedback and Marking Policy 2024-2025

Bankside Primary School and Children's Centre



Marking and Feedback Policy

Rationale

Our feedback policy is fundamentally linked to our school's commitment to ensuring that all children are supported to be focused, independent and resilient learners. The sole purpose of feedback should be to advance pupil progress and outcomes; it should monitor, secure and extend learning, inform future planning and empower children to develop personal assessment skills so they can think deeply about, and improve, their work.

We are committed to providing prompt, timely and constructive feedback to children. All members of teaching and support staff contribute in this way daily. Feedback may be given to an individual, group or whole class. A teacher may give whole class feedback in the form of an adapted lesson in light of their marking, a mini-plenary or additional scaffolds / challenge.

Feedback can be used to acknowledge and celebrate success and may also identify next steps or an area to practise; it must be manageable, meaningful and motivating.

As a school, we encourage staff to consider which form of feedback will be most effective to develop the learning, while also being efficient in terms of the staff member's use of time and impact on overall workload.

We believe that the most effective form of marking and feedback happens in the moment, where the child is present. For this reason, most of the marking will happen in lessons, with the children. Some feedback will take place as part of fluid response. At Bankside, we believe in a strong life-work balance, and as such this policy should empower teachers to never have to mark at length at the end of the day or take books home with them.

Forms of written feedback and marking

Self-marking, editing and reflection

Red pen

- Used to mark correct/incorrect responses
- To correct, edit and improve work
- To respond to adult feedback (time given for this during lessons)
- To reflect on their learning, successes and challenges from the lesson (traffic lights, sentence stems)

Peer-feedback

Peer feedback is verbal and used to support children's oracy as well as develop their understanding of the extent to which a piece of work is 'successful' and why.

- Used to evaluate writing and suggest improvements
- Does not need to be evidenced, but considered in planning
- Sentence stems are used to support pupil responses

Teacher/ Support Staff marking, editing and feedback.


Whole class feedback

- When it is appropriate, whole class feedback may be given to address misconceptions. Children will then apply this feedback within an editing lesson. There is no requirement to evidence this in teacher marking; the feedback will be evident in the children's edited work
- This should be given in a timely way so that children are able to address these misconceptions before moving onto the next learning objective

Verbal feedback

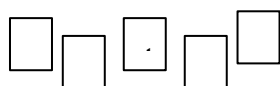
- Throughout lesson, does not need to be evidenced but could be (VF)

Purple pen

- To provide 'Next Steps' 
- Used to identifying mistakes for children to respond to
- To indicate level of independence (I) or adult support (T/TA)
- Where possible, done 'in the moment'
- Should be specific and linked to the Learning Objective or children's personal targets
- Where distance written feedback is given, time must be allocated for children to respond to immediately after or as soon as possible.

Spelling

- Everyday words, key topic words and national curriculum words should be identified for children to correct independently (teacher discretion is paramount here bearing in mind the needs of the individual child). Teachers should be mindful of cognitive load when selecting spellings to be corrected
- Verbal feedback - use the Sounds Write language of error correction in the lesson
- Written feedback - to use Sounds Write scaffolding frame for sounds or syllables (as appropriate) where it is helpful to help children to correct their work, or to identify where the error is, so that children might correct independently



samp: (use of dashes to indicate the number of sounds in word)

thortful **th__tful** (highlight spelling, use error correction, children to re-write the word with correct spelling)

Green and purple highlighters

- Highlight the LO (Green=achieved, Purple=working towards)

- Highlight within the work where children have met targets/LO (green) or where a correction is needed (purple).
- Marking symbols / rubrics
- See attached marking code
- Displayed in classrooms
- Used to mark written pieces across the curriculum

Writing Targets

- Set using the Cold Task, and must be from the 'General Writing Toolkit'
- Displayed in the back of English books
- 1-3 targets at one time, depending on Year Group
- Children/teacher can tick/date when these are met

Presentation of work

At Bankside, one of our core beliefs is that children should take pride in their work. As part of these, we have very clear expectations about presentation of our work, which should be modelled by teaching staff and explicitly taught throughout school.

All work must have:

- A key question or Learning Objective
- Date and LO underlined with a ruler (or typed).
- Date, miss a line, LO, miss a line, work begins
- 1 digit per square
- Crossing out with one straight line only
- Rubbers are not used
- Maths books is pencil only (red pen can be used for corrections)
- All lines must be drawn using a ruler

Frequency of work and feedback

Whenever work is completed in books, it must be marked. This may be 'light touch' marking (ie highlighting LO) or, for extended pieces, in-depth marking.

English Writing and Maths

- Year 1: to work towards a minimum of 2 pieces in books per week by end of Autumn Term
- Year 2 - 6: minimum of 3 pieces of work in books per week, 1 of which must be a form of writing, extended or short bursts
- All extended/independent writing to be marked thoroughly and edited by children prior to published piece
- Learning Objectives OR Toolkit to be highlighted/ticked for work in books
- Where mistakes/misconceptions are identified, teacher is expected to address either through verbal feedback or purple pen

English Reading

- Feedback will be mainly verbal or whole class feedback

Monitoring and evaluation

Learning Walks

- Half termly learning walks
- Led by SLT and wider leadership team
- Subject specific

Book Look

- Termly
- Led by subject leads, attended by AHT, HoY and class teacher
- Scrutiny of teachers' marking will not be used to make judgements about their performance or capability
- Achievements celebrated and next steps agreed

Pupil Progress meetings

- Termly
- Led by SLT and HoY
- Identify individual and target groups of children

Pupil Conference Meetings

- Annually
- Led by Subject leads

Staff CPD

- Opportunity to visit schools within the cluster to observe how feedback is managed in other settings

Feedback policy will be reviewed annually.

Bankside Marking Code:

Purple – Next Steps

Green – good/met LO

Red – respond to teacher/edit

SP	Correct a spelling
~ or CL	Capital letter missing/used incorrectly
 	Finger Space needed
○	Punctuation missing
//	Start a new paragraph
/	New speaker, new line
^	Word/phrase missing
?	Rewrite this so that it makes sense
*	Write your edited sentence here
.(margin)	Something on this line

There should be a graduated response to marking. Beginning of the year, marking may appear more within the text and then move to the margins. This will of course be based upon the needs of each child.