



BASSETT HOUSE
SCHOOL

Marking and Feedback Policy

October 2022

MARKING AND FEEDBACK POLICY

This policy defines marking as the formative feedback given to pupils by the comments recorded or symbols written onto the children's work at Bassett House School.

What do we mean by formative feedback?

'Feedback to any pupil should be about the particular qualities of his or her work, with advice on what he or she can do to improve, and should avoid comparisons with other pupils.'

Inside the Black Box, Black and Williams

At Bassett House School, we fully recognise the value and importance of responding to pupils' work through oral and written dialogue, as stated in our Assessment, Recording and Reporting Policy.

We acknowledge that the school's marking policy affects children's perceptions and attitudes towards given tasks. We therefore feel strongly that our approach to marking should encourage our pupils, rather than demoralise them by being overzealous and faultfinding.

'Praise should be specific – it should identify the specific behaviour being praised and the reason why, so that the pupil knows what aspect of their work is being singled out for praise.'

Askew and William

We believe that our comments, whether verbal or written, should be delivered promptly and be aimed at helping the pupils to improve their work and in doing so move on to higher levels of attainment.

Marking should, therefore, identify the nature of any errors, provide approaches to solve them and give the pupils opportunities in which to demonstrate their understanding after feedback has taken place.

What are the purposes of marking?

- To assess pupils' progress against lesson objectives and to acknowledge pupils' effort and work.
- To identify what pupils have done well and to encourage and motivate them.

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- To set targets for personal and academic improvement in order to inform parents, inform planning and to provide evidence of attainment.

Characteristics of formative feedback

- The success criteria are specific to the learning objectives and targets set when the task is given.
- Marking provides evidence of pupils' present attainment.
- Pupils have an awareness of the desired goal or learning outcomes.
- Pupils have an understanding of how to close the gap between achievement and the expected levels of attainment.

How do we mark?

- All teachers mark in coloured ink (except red; usually green for growth).
- Work is marked promptly in order to provide timely and relevant feedback to the pupils.
- All marking needs to be dated and initialled by the member of staff with responsibility for the task set.
- Written comments need to be neat and ideally model the style of handwriting we expect our pupils to use in each year group.

Correct and incorrect answers

- Ticks are used to show a correct answer in all subject areas.
- In all written subjects, a line is drawn under some incorrect spellings, which can then be re-written by the pupil following appropriate feedback and modelling by the teacher.
- In mathematics, a circle may be drawn around an incorrect number or sum, which may then be corrected by the pupil following the process of feedback and, if necessary, further explanation.
- When self- or peer-assessment has taken place, the teacher needs to ensure that he or she has seen, dated and initialled the completed pieces of work.

Success criteria labels are used to enable pupils to reflect upon their learning by checking their own work and that of their peers, against success criteria and personal targets before being checked by teachers. These can be used at the end of a lesson or topic and include teacher, pupil and peer assessment.

Written comments

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- The length and content of written comments need to reflect and take into consideration the age and reading ability of individual children.
- Written comments need to be realistic, personal, constructive, communicative and confidence building in nature.
- Comments need to be linked to lesson objectives and pupils' individual targets.
- Congratulatory comments are used where appropriate but need to be backed up with comments relating to effort and the achievement of specific objectives.
- The pupils are given time to do something with the feedback they receive and know what the follow-up is to any piece of work: E.g. Finish it off, practise certain skills, develop the work in certain ways or make corrections.
- Every opportunity is taken to mark in the presence of individual pupils.

The guidelines in this policy document apply to the marking of tasks completed in class and those set for homework.

Marking for Mastery

In line with the New Curriculum and assessment without levels, teachers' comments may include reference to a pupil's level of mastery of taught concepts. The codes used for this purpose are: M (mastered), G (grasped) and T (working towards). These codes may be found in the teacher's column of the success criteria charts given to children at the end of a lesson or topic.

Policy review: Our marking and feedback policy is discussed, adhered to and reviewed regularly by all staff at the school.

Appendix

BASSETT HOUSE SCHOOL



EYFS

In Reception, form teachers indicate against an 'I can' statement whether a child is 'E', Emerging, 'D', Developing or 'S', Secure in relation to the learning objective for the lesson, usually indicated by 'WALT' (We are learning to...).

Comments are used where appropriate.

For example:

Maths: Shape, Space and Measure

Week beginning: Monday 11th November 2019

WALT: make estimations and measure objects using non standard units.

I can measure items using cubes, my hands or my feet	
I can make a sensible estimate	

Key Stage 1 and Key Stage 2

Form teachers indicate strengths by using a star stamp.

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Form teachers indicate areas for development by using a wand stamp next to a comment that informs the child of a specific area in which he or she may improve his or her work.

The identification of strengths and areas for development is in relation to:

- The learning objective for the lesson, usually indicated by 'WALT' (We are learning to...) or 'I can...' at the beginning of a piece of work

Form teachers indicate whether a piece of work is independent or adult-assisted using an ink stamp or the letters: IW (independent work) and AA (adult assisted).

In KS1, a traffic light stamp may be used by the teacher to indicate the level of attainment in relation to the success criteria for most recorded work.

Green: success criterion has been met (mastered);

Yellow: success criterion has been partially met (grasped);

Orange: further reinforcement is required to meet the success criterion (working towards).

Peer and self-assessment in Key Stage 1

The self-assessment and peer-assessment of children's work, in a manner complementary to form teacher assessment, occurs in Key Stage 1, using a traffic light stamp for most recorded work. In addition to this, a label will be placed at the end of a unit or phase of work, see below.

Peer and self-assessment in Key Stage 2

The self-assessment and peer-assessment of children's work, in a manner complementary to form teacher assessment, occurs in Key Stage 2 using a label which is placed at the end of a unit or phase of work, see below.

Children colour the relevant boxes using green, yellow and orange in order to indicate their level of attainment in relation to the success criteria: green: success criterion has been met (mastered); yellow: success criterion has been partially met (grasped); orange: further reinforcement is required to meet the success criterion (working towards).

In the success criteria grids, the teacher should set a minimum of two objectives for the children to achieve and the challenge may be linked to either the learning objective or be a personal target.



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I can			
I can			
Challenge:			
<u>Good:</u> <ul style="list-style-type: none"> • • 			
<u>To improve / next steps:</u> <ul style="list-style-type: none"> • 			