Bellingham
Middle School
Inspiring learning

The Bellingham Middle School
Feedback and Marking Policy

At Bellingham Middle School we believe that feedback is a dialogue between adults, learners and peers which consistently moves children's learning on. Our main aim is to enable learners to become more actively involved in the feedback process, giving them ownership of their learning.

Principles:

- Wherever possible, children should be involved in feedback and marking practices encouraging a dialogue for learning between pupils and staff
- All staff (teaching and support staff) working with children should give feedback on their learning
- The manner of the feedback should be positive, but rigorously FOCUSED upon improvement
- Feedback may be written or oral
- It may be immediate or reflective i.e. working with a child, or marked away from the child
- Pupils must be given opportunities to respond to marking and feedback as soon as possible after it has been given
- Feedback should be concise and highlight areas for improvement
- Feedback and marking should predominantly focus on the learning objective, success criteria and differentiated outcomes. However spelling, grammar and presentation should also be commented upon, as appropriate, according to the children's levels
- It should also take into account children's targets and their progress towards these
- The approach to feedback and marking **must be consistent** across the school.

Feedback and Marking in the AfL Cycle

To maximise the impact of feedback and marking it must be embedded in effective assessment for learning:

- Pupils must be clear about the learning taking place and the expected outcomes e.g. clear, focused learning objectives; success criteria which support these; appropriately differentiated learning activities etc.
- Skilful questioning is used to explore children's understanding of the learning taking place; identify misconceptions; challenge and develop thinking, learning and understanding and thus provide opportunities for adults to give well-directed feedback
- When and where appropriate, mini-plenaries give feedback to individuals/groups/whole class and address misconceptions; provide opportunities for extra challenge; allow children to reflect on their learning and make improvements during the lesson
- Effective self and peer assessment allows pupils to reflect on progress in their learning – identifying areas of success and opportunities for improvement (see Appendix A)
- Feedback and marking given will inform planning.

Marking Strategies

Approaches:

- **Verbal feedback**. Given by staff in the presence of the pupil or group of pupils. This may happen whilst the pupils are working or after the learning has taken place. A record of this could take the following forms:
  - Annotated lesson plans
  - The use of **VF** in pupil books
  - The use of stamp in pupil books: "My teacher says…" to be completed by pupil.

- **On the spot feedback**. This can take the form of oral or written feedback and is given during the learning activity in the presence of the pupil and should be recorded in the same way as verbal feedback
- **Distance marking**. This takes places away from the pupil and gives opportunity for further analysis and reflection upon pupils' progress in learning. It may lead to the need for further dialogue to inform the pupils about the application of the skill/or the next steps and or to fully diagnose misconceptions/errors.
- When distance marking, the following should be taken into consideration:
  - Feedback must be **concise** and focus upon moving the learning forward e.g. fixing a misconception through modelling or moving the learning forward through explaining the next steps
  - Can the **pupils read and understand the** comments or have the comments explained?
  - Are the comments **spelt correctly?**
  - Has the school **handwriting** expectations been modelled when writing comments? o Has the school marking code been applied? (see Appendix B)

- **Self-assessment and evaluation.** Pupils are given the opportunity to reflect upon their own learning; identify progress towards the learning objectives/success criteria/targets etc. and identify areas for improvement. For this to be successful effective feedback and marking must first be modelled by the teacher; pupils must be taught how to assess and evaluate their own work
- **Peer assessment and evaluation**. Pupils must be given the opportunity to work with others to assess and evaluate their own, and the work of others and to make suggestions for improvement (see Appendix A).

Marking Prompts

When marking, staff should always relate their feedback to the learning objective of the lesson or task. Individual feedback should take the form of direct improvement points and Directed Improvement Time, (**DIT**), must be given for pupils to complete the tasks. This must be clearly labelled.

See Appendix C whole school feedback flow chart, or Appendix D Maths feedback flowchart.

Expectations

- Each piece of written work should be marked by a member of staff.
- Detailed feedback and marking will be given for **key pieces** of work in all subjects.
- Directed improvement time (**DIT**) will form the focus for individual progress, and time will be given in all lessons for pupils to respond.
- When pupils complete DIT it will be ticked and initialled in blue by the pupil.
- The policy will be monitored through work scrutiny and learning walks.

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Responsible Governor:	Trish Taylor
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Appendix A

Self and Peer evaluation prompts

I liked …….

I learned …….

I think next time I will ……

I never knew ……

I discovered ……

I was surprised ……

I still wonder …..

I have learnt …..

Next time I could ….

I now know ….

I found ……. difficult because ….

I solved ……. by ……..

……. is effective because ……..

You could make your work better by ……

Have you thought about …….

If we look at the success criteria we can see …….

Next time you could……

Appendix B

School Marking Codes

Sp	Try this spelling again
C	Find the missing or misplaced capital letter
P	Add or improve the punctuation
G	Correct the grammar
//	Start a new paragraph here
^	Missing word or point
√	Clear, interesting or effective
√√	As above, but better
+	Add more detail
SW	Supported work
DIT	Directed Improvement time (do it now!)

Colour coding

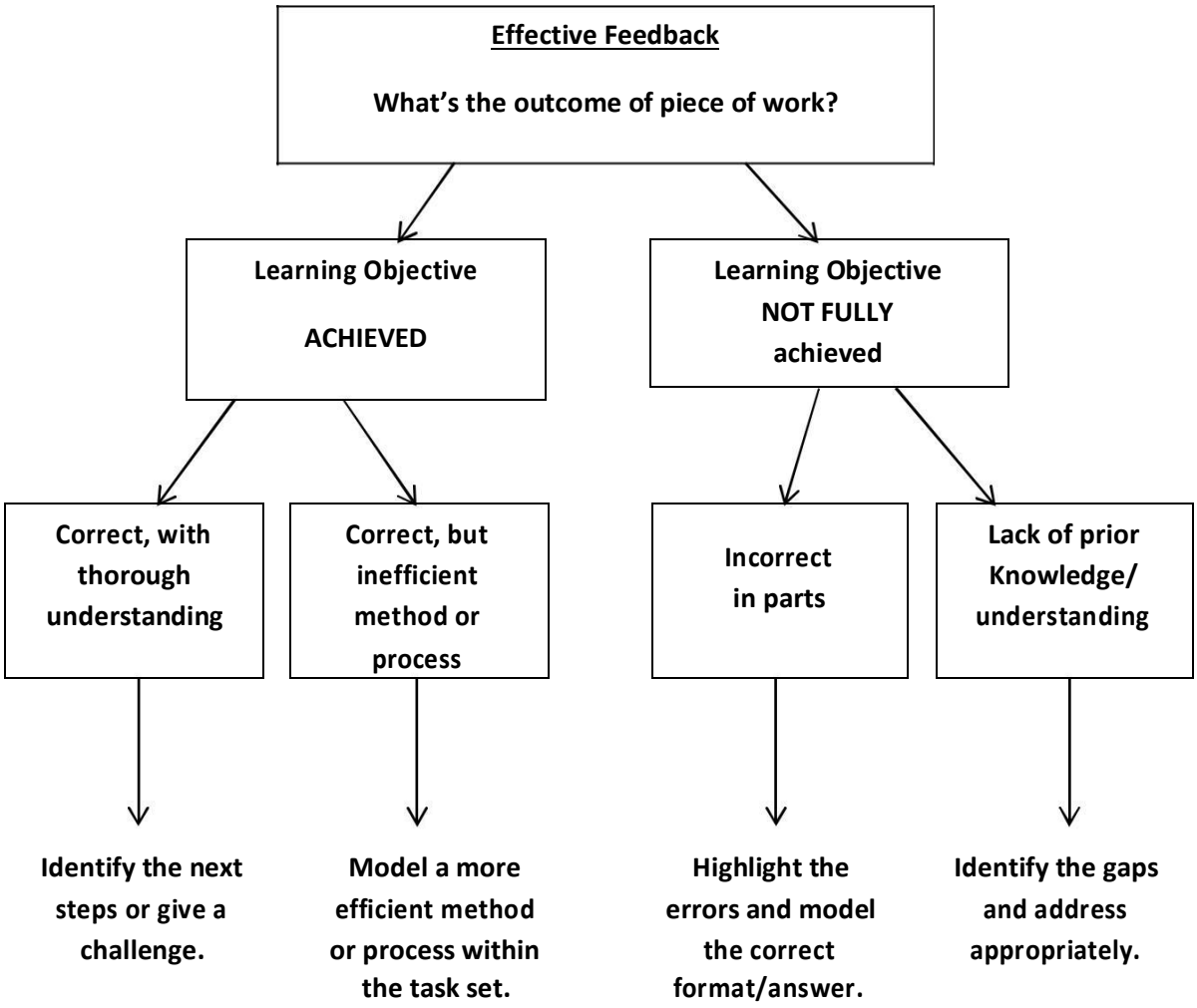
All staff marking to be completed in GREEN pen.

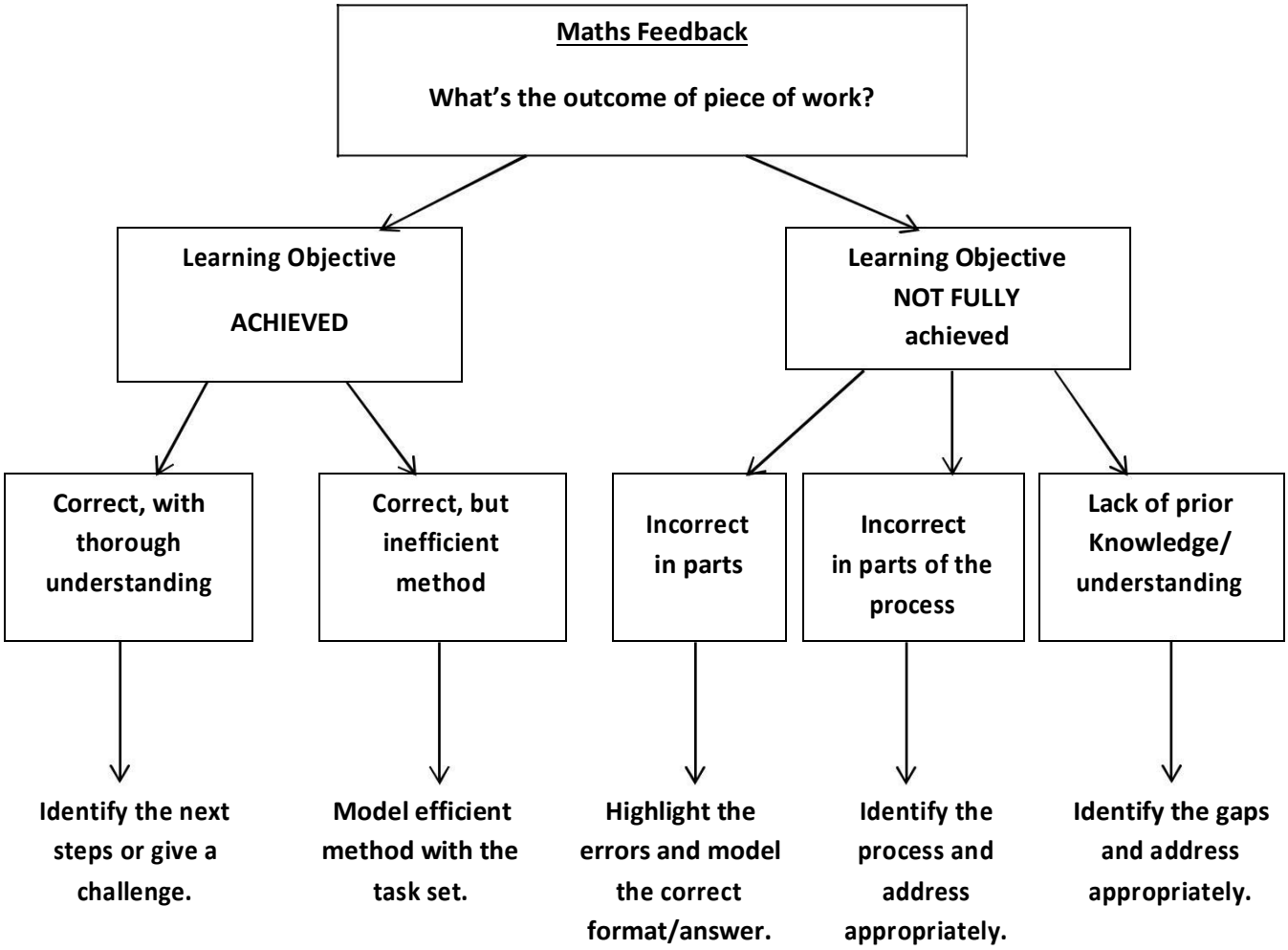
All self-assessment and DIT to be completed in BLUE pen and initialled.

All peer assessment to be completed in RED/PINK/PURPLE pen and initialled.

Appendix C

Whole School Feedback Flowchart



Appendix D

Maths Feedback Flowchart