

## **Bramhope Primary School. Marking and Feedback Principles**

Our feedback policy focuses on the work of Dylan William, notably the five strategies for Embedding Formative Assessment:

1. Clarifying, understanding, and sharing learning intentions
  2. Engineering effective classroom discussions, tasks and activities that elicit evidence of learning
  3. Providing feedback that moves learners forward
  4. Activating pupils as learning resources for one another
  5. Activating pupils as owners of their own learning
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- Learning intentions will be shared with pupils. They will be provided with clear examples of what excellence looks like. This will include the key knowledge and skills required for the lesson to help them understand their successes and next steps.
  - Well-designed lessons, as part of a coherent sequence of learning, will provide a strong process for evaluating pupils' responses for accuracy and quality. Responsive teaching will play an integral part of every lesson. Using the key principles for dialogic talk, lessons will be highly interactive so that teachers are acquiring feedback from their pupils about how well the learning is forming and how fluent pupils are becoming in retrieving and using learnt knowledge and skills.
  - Feedback focuses on improving the learner not the work. The intention is that pupils will be able to do better at some point in the future on tasks they have not yet attempted. Feedback will be delivered closest to the point of action to change the pupil's capacity to further develop their knowledge and skills. Written prompts are designed to extend thinking not act as a source of evidence for external verification. They will be accessible to pupils according to age and ability.
  - Pupils will be provided with opportunities to reflect on, and improve, their own learning as well as the learning of others. This will help them develop a strong sense of self-regulation, helping them plan and monitor their own progress towards the intended outcomes of the learning sequence.

**During the lesson.**

**'Must Haves' for:**

1. Clarifying, understanding, and sharing learning intentions
2. Engineering effective classroom discussions, tasks and activities that elicit evidence of learning
3. Providing feedback that moves learners forward
4. Activating students as learning resources for one another
5. Activating students as owners of their own learning

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>What are the adults doing?</b>	<ul style="list-style-type: none"> <li>• Share LC/EQ.</li> <li>• Talk partner work.</li> <li>• Principles of dialogic talk, including “Bounce it on” to another child if they are not sure.</li> <li>• Mini plenaries.</li> <li>• Immediate verbal feedback where appropriate and possible. Whole class/groups/individual feedback where appropriate.</li> <li>• Sharing good examples as a whole class- generated by the teacher or produced by the children which may show the following:                             <ul style="list-style-type: none"> <li>○ Layout</li> <li>○ Vocabulary/Language</li> <li>○ Sentences</li> <li>○ Illustrations</li> </ul> </li> <li>• Pupils improve their own and others’ work based on key criteria (Years 1-6).</li> <li>• Teaching assistants provide support or further challenge.</li> <li>• NB. Some pupils (including those with learning needs) may need more support with setting out of work e.g., having the LC stuck in for them.</li> </ul>						
	<ul style="list-style-type: none"> <li>• Share knowledge sentence.</li> <li>• TTYP.</li> <li>• “I wonder...”</li> <li>• “I notice...”</li> <li>• prompts.</li> <li>• “Ask 3 before me.”</li> <li>• How could you make it even better?</li> </ul>	<ul style="list-style-type: none"> <li>• LC ready in books</li> <li>• Use of toolkits to promote independence.</li> <li>• “Ask 3 before me.”</li> <li>• Identify children who are first for feedback.</li> </ul>					

What are the children doing?	<ul style="list-style-type: none"> <li>• Write the LC/EQ (Years 3-6)</li> <li>• Recap learning</li> <li>• Partner work to complete/improve work</li> <li>• Whole class discussions</li> <li>• Following up on feedback by the class teacher or peers</li> <li>• More able often help up-skill others.</li> <li>• Mixed ability pairings support each other.</li> </ul>
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**‘Must Haves’ for marking in books**

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
What are the adults doing?	<p><b>All</b> work will be read by the teacher either during or before the next lesson to help the teacher establish next steps in learning. This may affect the planned learning sequence. It may also lead to targets being set for pupils’ future attention or immediate action.</p> <p>Any written comments will extend pupils’ thinking. Written comments may be added during or after the lesson.</p> <p>Assume all work is independent and use the letter <b><u>S for supported</u></b> if not. For SEND pupils’ mainly requiring adult support, <b><u>I = independent</u></b> should be used.</p> <p style="text-align: center;"><b>PV</b> = Pupil Voice (where appropriate)</p> <p style="text-align: center;"><b>‘Steps’</b> = next step</p>						
	<p style="text-align: center;"><u>Symbols to use:</u></p> <p style="text-align: center;">I = independent S = supported FS= full stops <b>Circled grammatical error</b> e.g. capital letters</p>			<p style="text-align: center;"><u>During the drafting process in English only:</u></p> <ul style="list-style-type: none"> <li>• <b>Sp</b> = spelling in margin and underline the word where appropriate. Only focus on key vocab or CEW.</li> </ul>		<p style="text-align: center;"><u>During the drafting process in English only:</u></p> <ul style="list-style-type: none"> <li>• <b>Sp</b> = spelling in margin. Only focus on key vocab or CEW.</li> </ul>	
What are the children doing?	Green pen should be used by children to correct, edit their own work.						