



بیلوا انڈیان سکول
BILVA INDIAN SCHOOL

Vision

Our vision is for all students to develop at Bilva Indian School as independent learners with self-belief and respect for others, with a lifelong love for learning and a strong foundation for future success

Feedback and marking policy

Giving children feedback and marking children's work are important aspects of teaching. They are the mechanisms by which we are able to assess children on a day to day basis; to check that the children have understood what we have taught.

Positive and meaningful marking shows children that their work is valued and purposeful. It also shows children how to improve and helps them to understand the next steps in their learning.

Marking work regularly is a non-negotiable and the marking of children's books is monitored weekly. To help us to be consistent in our practice we ask everyone to follow these guidelines.

There is more information on the different kinds of feedback at the end of this policy.

All the marking and feedback at BIS will:

- Relate to the learning objective and success criteria which have been shared with the children
- Involve all the adults working with children in the classroom
- Give recognition and appropriate praise for achievement
- Inform future planning and individual target setting
- Be accessible and inclusive
- Be seen by children as positive in improving their learning
- Give clear strategies for improvement
- Allow specific time for children to read, reflect and respond
- Involve children in the marking process, both as self-markers and in peer marking.

Written Feedback – Marking

Written feedback is written in pen in children's book. We do not use red pen but may use any other colour – we may also use highlighters to make a particular point.

There are two kinds of marking – acknowledgement marking and quality marking.

- Acknowledgement marking is things like ticks or dates – this shows a child that a teacher has looked at their work.
- Quality marking is linked to the learning objective and success criteria. It provides positive comments on what has been completed and provides developmental points for improvement.

We expect **all** work in children's books to be marked. There will be at least one piece **of quality marking** in literacy, mathematics and the foundation subjects a week.

Acknowledgement Marking

- Correct work should be ticked. Errors should be identified using a dot.
- Praise is written for quality work that meets the learning intention.
- Marking codes can save time and make the feedback more accessible to children - we have a set of marking codes which are used throughout the school.

Our marking codes:

✓ for correct answers or workings

- for errors

T	Teacher Support/Guided Group
LSA	Learning Support Assistant
I	Independent work
LO Met	Objective met
NM	Objective not met
S	Supply Teacher

Quality Marking

- Work produced during guided group work will be marked by the Teacher or Teaching Assistant working with the group.
- Quality marking will be provided against the learning objective, success criteria and curricular target;
- Comments written in books will:
 - Relate to the learning objectives
 - Be positive; based on what has been achieved
 - Relate to curricular target/group target if appropriate.
 - State an area for improvement and/or next steps.
- Comments should be used to show children how their work could be improved. These may take the form of:
 - **Reminder prompts** eg Explain this for me... Why do you think...? Why did you...? What do you think would happen if...? What if...?
Most suitable for the most able pupils
 - **Scaffold prompts** eg Well done Mustafa you recognise even numbers. Can you tell me two things you know about even numbers?
You've added 20 but you wanted to add 19. What do you need to do now?
Suitable for children that need more structure than a simple reminder
 - **Example prompts** eg A worked example on the numberline showing how to calculate add 19 by add 20 –1.
Successful with all children but especially with those who obviously need additional help to understand the learning objective.
- After quality marking, children **need to** be given time to read marking comments and the appropriate time to respond and make the necessary small focused improvements to their work. Teachers will make sure pupils can read and understand comments. Some pupils might need help from an adult or another child to help them do this.

Feedback in Homework

- There will be acknowledgement of all pieces of homework.
- If appropriate, pieces of homework will be quality marked in line with other areas of this policy.

What is feedback?

- Feedback is the way children are informed about what they have achieved at a particular time and what they need to do to improve further.
- Feedback is a positive communication based on the learning objectives and success criteria that have been shared with the children.
- Feedback in a lesson might be verbal, written, pictorial or signals and can be from teacher to child, child to teacher or child to child.
- Marking is written feedback and this may take the form of *acknowledgement marking* or *quality marking*.

Other kinds of feedback we give to children.

Verbal feedback

Verbal feedback is a vital tool to help us raise achievement. The comments that teachers give to the pupils as they are working are a powerful way of giving immediate feedback at the point of learning. Some verbal feedback is given during the normal course of a lesson but sometimes a child can benefit from more focused feedback given in a calm, uninterrupted environment where the children feel secure. At HPFSP, verbal feedback is varied and tailored to the individual child or group of children. It could happen during the lesson or maybe outside the classroom. Verbal feedback is adapted to suit all learning styles and will be based on an adult's understanding of each child as an individual.

Verbal feedback is a dialogue, using appropriate language and questions, with children having the opportunity to reflect and respond. This makes it a conversation about learning.

We have a consistent approach to all forms of verbal feedback from all staff. We make sure that it is specific and focuses on issues linked to the learning objectives rather than about other issues or features of the work.

Peer feedback and self-assessment by pupils

Students at HPFSP are encouraged to be aware of how well they are doing in their work through a number of self and peer assessment techniques.

Being able to assess your own or someone else's work and give feedback are important learning skills and we teach children to do this by modelling and asking them to respond in the same way as their teachers and teaching assistants.

Techniques for self-assessment *may* include:

Children ticking their own success criteria. Success criteria show children how to know if they have achieved the learning objective. In lower part of school these may be written by the teacher.

Children may also assess their own work using 'faces' -



We also use self-assessment techniques during a lesson or at the end of whole class teaching sessions. This kind of feedback helps teachers to know immediately how well children have understood what they have been learning. This kind of self assessment may include:

- 'Thumbs'. Thumbs up = understood; thumbs horizontal = understood fairly well; thumbs down = need further teaching/support to understand this
- 'Fingers to Five'. Five fingers = complete understanding,
- 'Faces'. If children are using whiteboards they may draw a face to indicate their level of understanding.

Children sometimes give feedback on one another's work. This kind of peer assessment may include:

Children evaluating another pupil's work using the success criteria;

Commenting on parts that are good and making one suggestion about what could be improved.

The emphasis with peer assessment is always on the positive.