



BURHAM CE PRIMARY SCHOOL
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Burham CEP Positive Marking and Feedback Policy

'Let your light 'shine' before others that they may see your good works.'
Matthew 5 v 16

Success – Happiness – Independence - New experiences - Engagement

"The most powerful single modification that enhances achievement is feedback. The simplest prescription for improving education must be dollops of feedback"
Professor John Hattie

Research shows that the most useful intervention in a classroom is feedback. At Burham CEP School this translates into:

- a teacher knowing what a child can do and knowing what they need to do next to accelerate learning
- a child understanding how well they are doing and what they need to do next to progress further.

At Burham Church of England Primary School we believe that through high quality formative assessment, marking and feedback, staff are able to accurately assess what children have learnt and identify their strengths and weaknesses. In turn this leads to effective lesson planning and has considerable impact on outcomes for pupils learning and progress.

This whole school policy will provide consistency of practices throughout the school. The implementation of our positive marking policy will assist in the assessment of each child's work and the delivery of the National Curriculum and is the responsibility of all staff, whilst also being mindful of teacher's workload. Marking complements and assists teaching and learning. It serves as a tool for assessing individual and school performance. Marking should be diagnostic and inform children of the next steps needed in their learning in order to improve their work. Marking will also provide focused feedback on the learning objective/ success criteria for that lesson whenever appropriate.

Aims:

- To raise attainment
- To provide constructive feedback
- To encourage, motivate and promote positive values
- To develop pupil's self-esteem through praise and by valuing their achievements
- To address and correct misunderstandings
- To develop a school culture of learning
- To develop independent learning, allowing pupils to reflect on their performance and engage in their next steps of learning



What is Formative Assessment and why does it make a difference?

Formative assessment in its widest sense refers to any process by which pupils are made aware of how they can make progress. Formative assessment encompasses many strategies designed to raise standards including:

- Questioning strategies
- The use of talk partners
- Peer / self-assessment
- Oral feedback and written feedback (feedback marking)

The key to a successful formative assessment strategy is the involvement of pupils in their own learning and each other's learning. The key processes in establishing a culture of formative assessment include:

- Establishing where learners are
- Establishing where they are going and where they need to be (whilst always ensuring high expectations)
- Working out how to get there

The key strategies for developing formative assessment include:

1. Clarifying, understanding and sharing learning objectives
2. Enabling effective classroom discussions, tasks and activities that elicit evidence of learning
3. Providing feedback that moves learning forward
4. Activating students as a learning resource for one another
5. Empowering children to become as owners of their learning

Planning for Formative assessment - Sharing success criteria

At Burham CEP School we believe that all children should have access to clearly defined and shared success criteria at the start of every lesson. Sharing success criteria helps children to understand the next steps to success or the milestones which will help them to achieve. Success criteria should focus on the process of learning rather than the end product – they indicate to children what it is they need to do to achieve the learning objective. Clear success criteria enables pupils to take ownership of their learning and also enables teachers to measure the success of the work and identify next steps. The use of clear success criteria ensures more specific outcomes.

Sharing the 'success criteria' with children before they begin to write is essential. (Success criteria is what you as the teacher want the children to learn.) Children need to know exactly what the marking of their work will focus on; they need to know what the teacher will be looking for. They need to be reminded what to be thinking about as they write and what they need to remember to do/use.

Effective feedback:

- Give children specific praise for the success of their work, showing it is valued
- should concentrate on the success criteria.
- Should follow the 'Two Stars and a Wish' approach as a minimum
- Should point out two successes ('Two Stars')
- Give children clear strategies on how they can improve their work ('A Wish')
- Should allow time for the children to make the improvement.



- Needs to be modelled repeatedly.
- Writing prompts need to be clear and offer specific guidance to the child so that improvements can be made to their work.
- Children will make their improvements in purple pen.

Planning for Formative assessment – peer marking and self-assessment

At Burham Church of England Primary School we encourage and aim to develop independent learning where pupils are fully involved in assessing their own successes as well as understanding their areas for development. We use a number of strategies to promote this:

- Encourage pupils to see themselves as the first audience and markers of their learning. Encourage pupils to use their peers as critical friends and assess work with them.
- Use learning questions when giving feedback to encourage further responses and challenges in learning.
- Questions should be open ended where possible and questions which require the application of skills enable memorable learning.
- Make time for pupils to respond.

Self Assessment and Peer Assessment Methods

Children may be asked to draw symbols on work in order for the teacher to assess their level of understanding in a particular topic.

Key Stage 1

- ☺ I understood the learning objective
- ☹ I need more practice
- ☹ I don't understand the learning objective.

Key Stage 2

- ☹ I don't understand the learning objective.
- ✓ I need more practice
- ✓✓ I understood the learning objective Peer assessment – in green pen.

Teacher Feedback marking

We believe that high quality feedback marking is an entitlement for all pupils at Burham CEP School. At Burham CEP we expect all pupils to receive regular feedback in English, maths, science and other curriculum areas with every piece of work being acknowledged. Feedback can take many forms and is effective when it challenges pupils' thinking. Where possible feedback will be within the lesson or in the next appropriate lesson. Feedback at Burham can take many different formats:

- Dialogic feedback through discussion between pupils and teacher
- Dot marking during the lesson to highlight corrections required
- Pupils self-checking work – particularly in maths, spelling, grammar and punctuation
Provision of marking prompts for pupils
- In written work attention will be drawn to age appropriate grammatical and spelling errors for correction by pupils
- Written comments



Feedback is part of the school’s wider assessment process which aims to provide an appropriate level of challenge to pupils in lessons and allows them to make good or better progress.

Pupils are expected to engage with feedback and respond to teacher comments/questions. Pupils are expected to correct/answer further questions. Pupil responses are a means of improving work or extending learning and should be completed in a purple polishing pen. Pupils will be given sufficient time to respond to feedback.

Feedback marking at Burham CEP School will always enable pupils to identify the next steps in their learning.

Members of the SLT will regularly ask pupils if they know their next steps to ensure that they are owning their learning experience. They will also ask pupils to show examples of feedback which has helped them to improve their work.

Marking Codes

The following codes will be used by staff when providing feedback marking:

☺ LO	Learning objective achieved
I	Work completed independently
TA	Supported by Teaching Assistant
CT	Supported by Class Teacher
FG	Focus Group
V	Verbal feedback given
CL	Capital letter needed
//	New paragraph needed
?	Something doesn’t make sense. You need to read your work carefully and check it for mistakes.
Sp	Spelling error: correct spelling may be given or they need to look it up if they should know it. Please write correct spelling 3 times
HP/Dojo	House Point awarded for Presentation/ Effort/ Target/ Handwriting/Quality

Practice and Procedures

Presentation

To ensure consistency across the school, we have agreed that:

- K.S.1 use pencil for their work.
- Year 3 - Use predominantly pencil until the summer term when blue handwriting pen should be used. (These will be school pens.) In Year 3 children will receive their pen license and will have the opportunity to earn this before the end of the academic year dependent on legibility.
- From the end of Year 3 upwards – the expectation is that ALL children will be using a school handwriting pen. Pencil will be used for maths.
- Staff will use green biro or ink for marking. Staff’s handwriting will follow the school handwriting scheme.
- When children make mistakes in pen or pencil, these should be neatly crossed out with one clear line. On occasions rubbers can be used as directed by the teacher.



- All work must be dated and this should be written in the top left-hand corner, on the top line (if using lined paper/books). The date should be underlined. (from Year 2 upwards)
- The learning intention should be written/glued beneath the date and underlined.
- Pupils should miss a line under the title before they begin working.

Use of Worksheets

When worksheets are used, they need to be neatly trimmed and glued carefully into books. Expectations are exactly the same in terms of presentation and children should be encouraged to present their work to the best of their ability regardless of the fact that they are recording on a worksheet.

Recognition of Achievement

Children are encouraged to celebrate one another's achievements within class groups and within special worships. Children are often commended with House Points, stickers or certificates. Pupil's best work will be displayed on their personal 'Shine and Share' display. Achievement is also recognised by sending the child to the head teacher for special recognition.

Updated September 2023

