The Bellbird Primary School

Responsive Feedback and Marking Policy

October 2023

(To be reviewed October 2025)

Statement of Intent

We believe feedback and marking should provide constructive feedback to every child, focusing on success and improvement against learning, enabling children to become reflective learners and helping them to close the gap between current and desired performance.

Principles

Marking and feedback should:

• Be accessible to all children.
• Relate to learning intentions, which need to be shared with children.
• Involve all adults working with children in the classroom.
• Give children the opportunity to become aware of and reflect on their learning needs to develop as independent learners.
• Give recognition and appropriate praise for achievement.
• Give strategies for improvement.
• Allow specific time for children to read, reflect and respond to marking.
• Respond to individual learning needs, marking face to face with some and at a distance for others (responsive teaching) as appropriate according to groupings in class for each lesson.
• Inform day-to-day planning and next steps.
• Be seen by children as positive in improving their learning.
• Encourage and teach children to self-mark if appropriate.
• Be manageable for teachers.

Strategies –
Types of Feedback

There will be a range of different types of feedback including:

• Verbal: may be within a lesson individually or as a group or it could be after checking workbooks
• Peer-to-Peer: children check each other's work and give feedback
• Paired : children work in pairs to check a piece of work and give feedback
• Group: children work as a group to check work, often led by an adult
• Self: a child marks their own work and identifies how they can improve
• Written: by CT or TA when appropriate (this may include a model of a strategy or an incomplete example for the child to complete).

What will help make Guidance and Feedback effective?

• Verbal feedback is effective and can have immediate impact; addressing potential misconceptions and ensuring errors do not move from working to long term memory.

• Learning intentions are made clear during the lesson; they should be recorded at some point during a lesson, usually at the start. They can be recorded by the

child, CT or TA, whichever is more appropriate according to the needs of the child.

- All pupils have a clear understanding of what is required of them to be successful through a learning intention (this may also include Success Criteria or **P**urpose, **A**udience, **T**echnique displayed to support the children when working)

- Pupils' work is assessed against these clearly planned learning intentions and ongoing misconceptions

- Specific points for development may be identified and targeted in future planning or catch up sessions

- Abbreviations/ codes and language used in the marking process are clear and consistent (see appendix 1)

- Timely feedback will be given to enable impact on progress. Children should always be given the opportunity and time to respond to feedback to ensure it has impact. Teachers can vary when this happens according to timetable and opportunities.

- Teachers will use the responsive teaching and marking notes table to ensure they consider next steps for learning after a lesson and/or when marking books (see appendix 3)

Feedback should focus first and foremost on the learning intention of the task.

- The emphasis in marking should be on both successes against the learning intention and improvement needed to meet the learning intention.
- Written comments should make the feedback more accessible to the child
- Blue highlights best fit against the learning intention
- Green highlights where improvement against the learning intention needs to take place. This may be followed with a verbal comment or a modelled example.
- Children will need to be reminded regularly of what the feedback colours mean. This can be done when children are responding to marking.

 Responsive teaching (verbal closing the gap within the lesson) comments could include:

- A **reminder prompt** (e.g. 'What else could you say here?').
- A **scaffold prompt** (e.g. 'What was the dog's tail doing?, 'The dog was angry so he ……', 'Describe the expression on the dog's face').
- **An example prompt** (e.g. 'Choose one of these or your own: He ran round in circles looking for the rabbit/The dog couldn't believe his eyes').

In line with the school's scaffolding training, staff should always give the least support first to encourage the child to develop their independence (see appendix 2) and use feedback purposefully to aim towards independence.

Supply teachers will be informed of our policy and follow the policy.

Self-marking

Children should self-evaluate using their "Purple Polishing Pen." Within the lesson and when responding to feedback from the teacher after the lesson.

Paired marking

Before end of lessons, children may sometimes mark work in pairs:

- Children need to be trained to do this, through modelling with the whole class, watching the paired marking in action (CT and TA or a pupil could model this using the IWB as an example).
- Pairings need to be monitored and usually chosen by the teacher. It may be appropriate for a teacher to (following observation within the lesson) set some children to work independently and a small group to work in a guided group, step by step with the CT.
- Dialogue between children should be encouraged (e.g. 'I think this bit really shows how that character feels, what do you think?').

4.1 Strategies for marking Foundation Stage Curriculum

Our aim is to give our children effective and constructive feedback to:
- Make children feel proud of their achievements
- To help them identify their next developmental steps
- To support, extend and challenge them in their learning and skills
- To enable them to become more independent
- Inform our future planning and remain responsive in our teaching

Verbal feedback- The majority of feedback to children is verbal and in the moment. Feedback will be given to praise the child's achievements, to support or model their next steps and challenge them to extend their thinking. These comments may include:

- Praise and identifying the child's strengths and achievements
- Verbal support in achieving their next step including modelling and copy me
- Reminder prompts of previously taught skills
- Scaffolding prompts
- Example prompts or alternative prompts
- Extension and challenge questions- 'I wonder if…' 'What do you think would happen if…'

Team feedback: Feedback will involve all members of the team, both teachers and TAs. Class communication books and team meetings enable TAs to feedback to teachers about their observations and allows teachers to ensure TAs are involved in quality feedback and supporting children to achieve their next steps.

Responsive feedback- Assessment is responsive and feeds back into planning. General areas of development may be identified which will form part of a whole class input or a guided group task to focus on that skill.

Learning Journals- Selected pieces of children's work will be presented in a Learning Journal. This will contain a variety of child initiated 'wow' pieces of work from across the year and work from guided group activities which have specific learning intentions. These pieces will be dated and evidence of independence highlighted as follows:

- **I -** Independent - Child has worked without any adult support
- **S -** supported by an adult

Guided pieces of work that include learning intentions will be highlighted to indicate whether the child has achieved the learning intention (blue) or has not met / is working towards it (green).

4.2 National Curriculum (Key Stages 1 & 2)

- Appendix 1 outlines our agreed marking codes

- Responsive teaching and distance marking will be used during lessons to identify and address gaps in learning (see appendix 3 for table used to make notes on planning to inform future teaching points). This informs the planning and teaching for the next day.

- Ticks for correct work may be used; marking will focus more on areas for improvement and misconceptions.

- Written comments may be used on pupils work to inform next steps where oral feedback hasn't been given by the CT or TA. These may include an incomplete or correct model for pupil use in the following lesson.

- All work must adhere to the school's Handwriting and Presentation policy – reference WAGOLL for English and Maths in children's workbooks.

APPENDIX 1

Responsive Marking Code

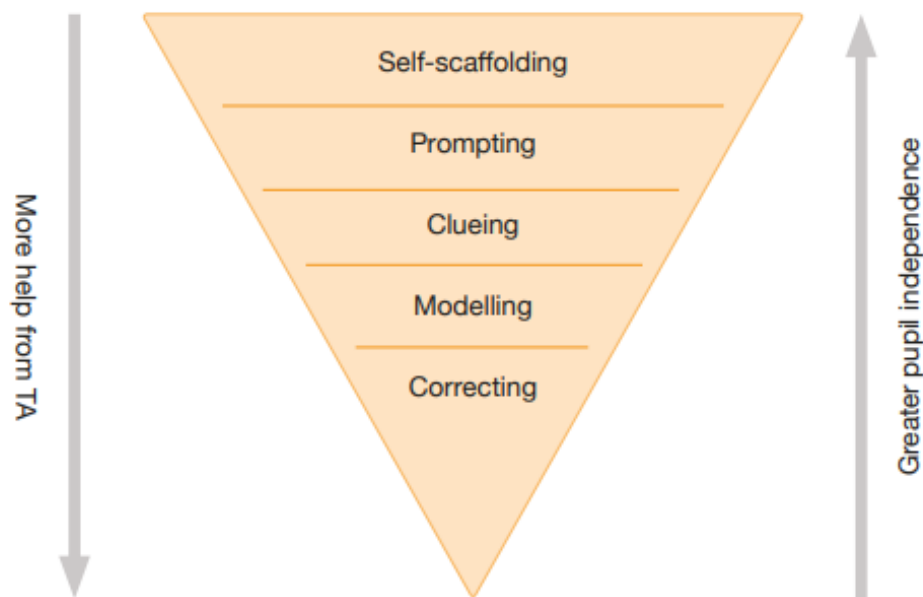|	
----	You have met the LI You can also highlight particular examples in the work in blue which evidence the LI has been shown
-------	You have partially met the LI
----	You can highlight in green where children have made errors Highlight LI in green if the child has not met the LI
Purple polishing pen	Children use purple pens to show they have edited and improved their work either independently or in response to feedback
Yellow mark/border	Used to indicate problem solving and reasoning
T	Teacher has worked closely with the child and given verbal feedback.
TA	Teaching Assistant has worked closely with the child and given verbal feedback.
I	Child has worked without any adult support (written feeback may be added).
P	Paired work (some choices may attributed to the partner)

APPENDIX 2
Source EEF

MAKING BEST USE OF TEACHING ASSISTANTS
Scaffolding framework for teaching assistant-pupil interactions

This practical framework is designed to help TAs scaffold pupils' learning and encourage independent learning. TAs should move down the layers in turn.

The initial expectation is that pupils self-scaffold whilst the TA observes their performance. TAs should then intervene appropriately when pupils demonstrate they are unable to proceed. It is important the tasks set by teachers, and supported by TAs, provide pupils with the right level of challenge.

More help from TA →

- Self-scaffolding
- Prompting
- Clueing
- Modelling
- Correcting

Greater pupil independence →

Self-scaffolding
Self-scaffolding represents the highest level of pupil independence. TAs observe, giving pupils time for processing and thinking. Self-scaffolders can: plan how to approach a task; problem-solve as they go; and review how they approached a task.

Prompting
TAs provide prompts when pupils are unable to self-scaffold. Prompts encourage pupils to draw on their own knowledge, but refrain from specifying a strategy. The aim is to nudge pupils into deploying a self-scaffolding technique. For example: 'What do you need to do first?'; 'What's your plan?'; 'You can do this!'

Clueing
Often pupils know the strategies or knowledge required to solve a problem, but find it difficult to call them to mind. Clues worded as questions provide a hint in the right direction. The answer must contain a key piece of information to help pupils work out how to move forward. Always start with a small clue.

Modelling
Prompts and clues can be ineffective when pupils encounter a task that requires a new skill or strategy. TAs, as confident and competent experts, can model while pupils actively watch and listen. Pupils should try the same step for themselves immediately afterwards.

Correcting
Correcting involves providing answers and requires no independent thinking. Occasionally it is appropriate to do this, however, TAs should always aim instead to model and encourage pupils to apply new skills or knowledge first.

Adapted from: Bosanquet, P., Radford, J. and Webster, R. (2016) *The teaching assistant's guide to effective interaction: How to maximise your practice*, published by Routledge.

Education Endowment Foundation

APPENDIX 3

Responsive teaching and marking notes: teaching points
(may include but not exclusive to: explicit teaching points to revisit and review, misconceptions to address, vocab revision, identified pupils who may need further adult modelling, scaffolds needed, CT/TA roles for group work in subsequent lessons)

Whole class:	Individual or groups (include names):