



# Broadway Primary

#BroadwayFamily

## Broadway Primary School Marking and Feedforward Policy

This policy is written in line with the ethos of our school. Broadway Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

### Equality

This policy adheres to the Equality Act 2010 and we recognise all protected characteristics mentioned within the act including gender, age, gender identity, race, religion, sexual orientation, disability, pregnant women and those who are Married or in a Civil Partnership. As a school we also acknowledge the need to protect the characteristics of children who are economically disadvantaged and those of differing abilities.

### Aims

At Broadway Primary School we aim to value each child as an individual so that they can develop their potential through an active role in their own learning;

- If children live with **encouragement**, they learn **confidence**;
- If children live with **praise**, they learn to **appreciate**;
- Feedback is an interaction between learner, teacher and others;
- Feedback should **encourage** and **motivate** the pupil, improve learning, progress and inform assessment;
- Through feedback both child and teacher should acquire a clear picture of what they have achieved and where to go next in their learning.

### Introduction

*'The most powerful single moderator that enhances achievement is feedback'*

The Education Endowment Foundation (EEF) state that, feedback is information given to the learner or teacher about the learner's performance relative to learning goals or outcomes. It should aim towards (and be capable of producing) improvement in students' learning. Feedback redirects or refocuses either the teacher's or the learner's actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the output of the activity, the process of the activity, the student's management of their learning or self-regulation, or them as individuals (which tends to be the least effective). This feedback can be verbal or written, through tests or via digital technology. It can come from a teacher or someone taking a teaching role, or from peers. The evidence reviewed by the EEF states that a child can make 8 months additional progress when effectively implemented into the classroom.

As a school, we see the greatest impact when we agree, adopt and maintain a consistent approach. At Broadway Primary, we believe that pupils' self-esteem and resilience will develop through positive yet challenging feedback. As a result, this will accelerate progress. For this reason, all feedback is underpinned by this policy, which all pupils and staff follow on a day-to-day basis. Quality feedback includes:

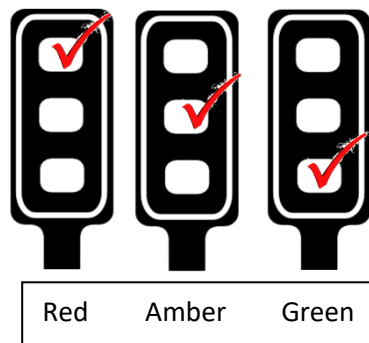
- Verbal feedback
- Teacher Assessment
- Self-Assessment
- Peer Assessment

Self and Peer Assessment may be interchangeable across the course of a week dependent on the sessions taught.

Feedback should occur as a result of strong assessment for learning through observing, questioning, testing and discussion with pupils and adults in the classroom.

### Traffic Lights

<p><b>Red:</b></p> <p>Objective has not been met – further intervention required.</p> <p><b>Amber:</b></p> <p>Objective has elements of being met – possible Fix It required or further guidance.</p> <p><b>Green:</b></p> <p>Objective has been met – further challenge may take place</p>
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**KS1** – The class team will indicate the level that the children have achieved on the traffic light

**KS2** – The child may at times use a green pen to indicate how they feel that they achieved on the traffic light. The class team will indicate on the traffic light. This may differ to the child's entry.

**Each piece of work will be stamped with a traffic light.** This will then be used to quickly assess the work that a child has done. The traffic light grading should be relevant to the learning objective and success criteria that is being taught. Verbal Feedback should be regular and relevant to the traffic light grading and when necessary, interventions and next step learning should be informed by the traffic light grading. It is the responsibility of the class team to ensure that a traffic light is present in all work. However, detailed feedback is not always required unless a particular issue has been identified.

### **Fix It Time**

KS1 children will complete Fix It activities within the time of the session – immediate based on their verbal feedbacks

KS2 children may also complete their Fix It activities at the point of their work but may also find sessions throughout the week to extend or clarify learning. Fix it Work should be completed in a Green Pen by children.

Teachers should allocate editing time for the pupils to reflect on their work and edit or amend it as appropriate – this should be with a green pen. This would form part of the lesson or as a morning activity.

This is particularly important in subjects such as English but should not be exclusively applied to this subject. When appropriate this should be deployed as an effective strategy; encouraging pupils to reflect on the learning. This might be done in conjunction with given success criteria, pupil produced success criteria or learning checklists.

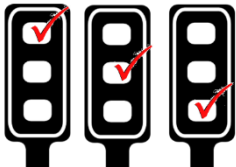
### **Verbal Feedback**

Verbal feedback and dialogue should be embedded within every session, based within the traffic light. It should be specific to the success criteria and should identify both positives and next steps so that the child has a clear understanding of how to move their learning forward. Every pupil should receive verbal feedback on a regular basis and at least once a week in English and maths.

### **Quality Mark**

When there is an assessment of writing and/or a longer end of unit piece of writing it may be necessary to mark each individual piece of work in more detail to ensure that an accurate judgement can be made. The symbols will be used to identify areas that the children will need to work on developing.

Quality Marking for assessment purposes may also include the use of highlighters or other symbols that the teacher can use to accurately assess the work – this would be based on the assessment criteria for that particular subject.

All work to be marked in RED pen	
	Traffic Light RAG rating. As explained in the policy
	Something to work on – a next step
~~~~~ under the word with SP at the bottom of page Max 5 spellings highlighted and 5 corrections	Spelling Mistake/Correction  KS Only - If the SP is missing it is expected that the child will self-correct as the error is only small.
Word double underlined	This word could be uplevelled
Correct capital written over in KS1. O over incorrect letter	Capital Letter Missing
P in missing position	KS2 only - Other punctuation mark missing
^	KS2 only Word omitted
△ △ end of phrase/sentence/paragraph	Re-read for sense/ To highlight word or phrase to pupil
//	New Paragraph
X	Mathematical error – working out
	Acknowledgement Marking
//	New Paragraph

### Live Marking

Class teams are encouraged to live mark during the lesson as this determines the learning outcomes of children and allows adjustments to be made should misconceptions occur. It is expected that a minimum of 6 books are live marked per lesson and that the child's traffic light is ticked. **It is also expected that a record is**

kept to ensure that different children are focussed on each day to ensure that all children receive live marking each week.

Class teams will be aware of any 'queues' of children that may be forming during a live marking period and will take steps to discourage/avoid this from happening as we believe it jeopardises learning.

### **Feed Forward Communication**

Broadway believes that class teams should have the freedom to communicate amongst themselves in any way that they feel suits their working need. The aim of this communication is to ensure that all staff are aware of which children need extra support, challenging further, work that has been completed towards targets etc.

Class Teams tend to communicate in the following ways:

- Conversation
- Post It notes
- Email
- Marking Crib Sheets
- Intervention work will be indicated with S1, S2, S3 to indicate how much support the individual child required to achieve the indicated traffic light mark.

Any system is acceptable if it successfully facilitates the future learning of the child.

### **Self-Assessment**

Self-assessment can happen in a variety of ways including (not an exhaustive list):

- tick lists against success criteria;
- writing a sentence relating to what they have done well and what they need to do next;
- smiley faces against success criteria.
- Traffic Lights (green pen) from the child.

Pupils will be encouraged to submit their work into three piles:

- 1 pile which suggests that they have really struggled
- 1 pile to suggest that they have been relatively successful
- 1 pile that suggests that they were very confident in that particular task.

### **Peer Assessment**

Broadway is introducing Kagan Strategies into the classroom – as these develop strategies such as Rally Coach will become evident.

### **Broadway Feedback Non-Negotiables**

- Traffic lights are stamped into every piece of work, including topic – staff will try and ensure that they see a minimum of 6 books per session to live mark. The class team will ensure that a child has at least one live mark per week throughout the core subjects and at least one per half term for foundation

subjects. All books will be traffic light marked and communicated with staff before the following session.

- Live marking will have a particular focus – the learning objective.
- The class team are expected to scan through all books at the end of the session to organise learning outcomes. Children encouraged to put them into three piles.
- Teachers will mark assessments using the KLIPs/mark schemes – this will determine the academic level of the child. These will be moderated.
- Intervention marking with use S1, S2, S3 to quickly inform the class team the support that was required to achieve that traffic light grading. The level of support received by a child will be indicated by the S and is summarised below

No S has been marked or an I is used	This child has completed the work with no support needed.
S1	This would suggest that apart from a little support and prompts the child was able to produce this work on their own.
S2	This would suggest that the child need a lot of support but was also able to access the work themselves.
S3	This is the highest level, an S3 would indicate that the child has received a high level of support from the class team to produce this piece of work