



Buckland Primary School Feedback and Marking ethos January 2019

**You will notice that neither Maths nor English books are marked in the traditional way.
This is because the school is now operating a “whole class feedback model”**

Why are you doing “whole class feedback” and not marking my child’s book individually?

The most up to date research shows that traditional and formal feedback is very little impact on a child’s progress. Much of the time the comments are not read by the child, or they cannot read them, or they are not acted upon. This is a lot of teacher effort for very little gain. The school is wanting to do the BEST for each child, by freeing up teacher time to plan next steps for each child individually, so that each child is having the next lesson personalised to them. Teachers must and will look at every book every day, they will also make general notes for the class as to who needs what next, rather than individual highlighting, comments or ticks.

Will books ever be marked?

We will, at certain key times, follow our whole school marking policy (star and an arrow), but this will probably be when the teacher is actually sitting with the child, or following an independent piece of work. Also if a teacher wants to make a quick comment about an individual piece they may still do that.

What about children who always get things right?

They shouldn’t if they are being appropriately challenged. All children should find their work a challenge and making mistakes is part of learning. Through whole class marking teachers will still ensure challenge and next steps are planned for so all pupils are supported and their learning moves on.

Grouping within classes

During the majority of class teaching children will work collaboratively in mixed ability groups. At Buckland we believe children’s abilities are not fixed. Through whole class marking, children will have the opportunity to work with a range of pupils, depending on how well they learn within lessons. Teachers are planning responsively all the time.

Surely teachers know what they are doing before the week starts, how can they change it daily?

Teachers know what they are teaching over the course of a term, and what they are aiming for the children to learn across a week. But the fine details, the “who needs what next” is done responsively, after each lesson, once every child’s book has been looked at. Teachers then plan for the next lesson, and because they know exactly what each child needs, they can plan to meet all of those needs.

My child thrives on knowing how well they did in a task. How will teachers communicate this to them?

Feedback is a crucial part of every lesson and maybe verbal or written. Pupils often self and peer assess within lessons following discussion with the class teacher using the agreed success criteria (steps to success). Teachers show children examples of work through iPads and Smart TVs. During this time they look at common errors and misconceptions and ask the children to look back in their own work, to self-evaluate and find whether they have made the same.

So what does the feedback look like?

Whole class marking involves the teacher using an agreed format when checking the pupil’s books. During this process the teacher is thinking “What are the next steps for this child?” The teacher makes notes and uses them to inform the next lesson including whole class verbal feedback. They are monitored by the Senior Leadership team, but they are not completed for senior leaders. Any notes (formal and informal) made by any adult who works with the class is completed in order to enable every child to make progress by matching the next learning to the needs of each child.

What went well 	Next steps	Lesson: Date: Key spelling, punctuation and grammar errors Presentation
Notes	Celebration	

What should I look for in my child’s book?

Look for their own corrections, look for something they got wrong, they get right the next day (in green pen). Older children should be able to tell you what they need to work on next because they will have had the discussion during the lessons and will think about their own next steps within independent tasks.