

Whybridge Junior School

FEEDBACK POLICY

Subject Leader : Mrs Charmaine Uys

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Introduction

This policy aims to give all members of the school community clear guidance with regard the rationale, principles, strategies and expectations of effective marking and feedback at Whybridge Junior School. It relates to the ethos of the school and has direct links with curriculum planning and assessment. This policy forms part of a whole-school policy for teaching and learning.

Rationale

Whybridge Junior School is committed to providing relevant and timely feedback to pupils, both orally and in writing. Marking intends to serve the purposes of valuing pupils' learning, helping to diagnose areas for development or next steps, and evaluating how well the learning task has been understood. Marking should be a process of creating a dialogue with the learner, through which feedback can be exchanged and questions asked; the learner is actively involved in the process.

Marking is an important factor in pupil learning, so this policy is crucial for Whybridge Junior School. The 'Effective Marking' model, which we subscribe to states:

'Imagine what a difference it would make if all children knew what they were good at and knew what they needed to do to improve'.

At Whybridge Junior School, we aim to:

- Provide consistency and continuity in marking throughout the school so that children have a clear understanding of teacher expectations;
- Use the marking system as a tool for formative on-going assessment;
- Improve standards by encouraging children to give of their best and improve on their last piece of work;
- Develop children's self-esteem through praise and valuing their

achievements;

- Create a dialogue which will aid progression;
- Focus on effort rather than achievement to ensure that the focus is on learning rather than competition.

Principles of Effective Marking

Effective feedback is completely dependent on understanding the learning objective (WALT) and success criteria.

Getting the learning objective (WALT) right at the planning stage is vital to the process of marking and feedback.

Effective marking should:

- Be manageable for staff
- Be positive, motivating and constructive for children
- Be at the child's level of comprehension
- Not penalise children's attempts to expand their vocabulary
- Be written in handwriting that is legible and a model for the child
- Be frequent and regular, at least every third piece of work marked in detail and every piece seen
- Allow specific time for the children to read, reflect and respond to marking
- Involve all adults working with children in the classroom
- Give children opportunities to reflect on their learning
- Be marked in red pen and responses of children or corrections, as indicated by teacher, should be done in green
- Give recognition and appropriate praise for achievement
- Give clear strategies for improvement
- Involve children in the same process (whether oral or written), to ensure equity across subjects and abilities
- Provide information for the teacher on the success of the teaching

- Relate to the learning objective/success criteria of the work set, e.g. Science should be marked mainly for the science content, not the punctuation
- Be consistently followed by teachers and TAs across the school in line with the Effective Marking and Feedback policy.
- Use the agreed Marking Code (See Appendix 1) to correct errors that go beyond the learning objective
- Positively affect the child's progress.
- Include the following abbreviations where applicable:

Abbreviations:

M – Mastered

S – Secure

D – Developing

E – Emerging

SP – Supported

I – Independent work

V – Verbal feedback

TF – Teacher focus / TA focus

Pathway: T:\MOCK UP OF NEW STAFF DRIVE\Deputy Headteacher\Assessment Marking and Feedback\Feedback Marking Policy

Effective Marking and Feedback Strategies

The following strategies can be used to mark, assess and provide feedback.

1. Verbal Feedback

This means the discussion of work and direct contact with the child. It is

particularly appropriate when children need to be supported, challenged or to clarify misconceptions.

A discussion should be accompanied by the appropriate marking code symbol in the child's book or remark to serve as a permanent record for the child, teacher and parent. In some cases it may be helpful to add a record of the time taken and context in which the work was done. A **V** symbol should be used to acknowledge verbal feedback has been given.

2. Success Criteria Checklists

Success Criteria checklists can be used in all subjects and may include columns for self/peer assessment and teacher assessment. These should be differentiated where appropriate.

3. Peer Marking

Children are encouraged to support each other and feedback on learning and achievement. Children should be given the opportunity to act as response partners and pair mark work. This is often linked to 'talk for learning partners'.

Children should first point out things they like then suggest ways to improve the piece but only against the learning objective or success criteria (two stars and a wish). The pairing of children should be based on ability and trust. Children could highlight evidence of success or write a comment(s) in another child's book in a green jell pen, which is then initialled. A **PM** symbol should be used to acknowledge feedback has been given.

4. Quality Feedback Comments

Personalised Quality Feedback Comments should be used frequently in all subject areas to extended learning and must be differentiated appropriately. When marking, staff may see a piece of work that requires clarification or is a good opportunity to extend that child's learning. The emphasis when marking should be on both success and areas for development against the learning objective and success criteria. Good examples of work are highlighted in yellow.

A focussed comment should help the child in "closing the gap" between what they have achieved and what they could have achieved. Useful "Closing the Gap" comments are:

- **Reminder Prompt** – *How do you think Cinderella felt here?*
- **Scaffold Prompt** – *Describe the expression Cinderella has on her face. Do*

you think she was cross? or Cinderella was so cross because.....

- **Example Prompt** – *Choose one of these or your own. Cinderella was sad because the ugly sisters made her clean. Cinderella was sad because she worked all day.*
- **Steps prompt** –First... Then.... Now.....
- **Challenge prompt** – Can you tell me more about.....

Teachers can provide feedback to children in a number of ways:

- Posing questions
- Giving instructions
- Discussion with the child
- Drawing pictures of diagrams
- Coaching – children are helped to identify improvements

Time is then given for the child respond to the written prompt, thus enabling them to 'close/ bridge the gap' and improves their work further. Following the deliberate amendment of our school timetable, pupils will now have the opportunity to respond to teacher suggestions. Each morning, one group will receive their Literacy books and be given time during the first session to incorporate teacher suggestions. This will happen during Guided Reading sessions and will be one of the activities.

IMPORTANT NOTE:

- Finding time for children to consolidate and use your marking and feedback is VITAL.
- Time could be found at the end of lessons if work is marked with the child or at the beginning of the next lesson.
- Children could reflect on the marking on their own or in pairs to deepen the discussion and understanding.

5. Quality marking (in-depth marking)

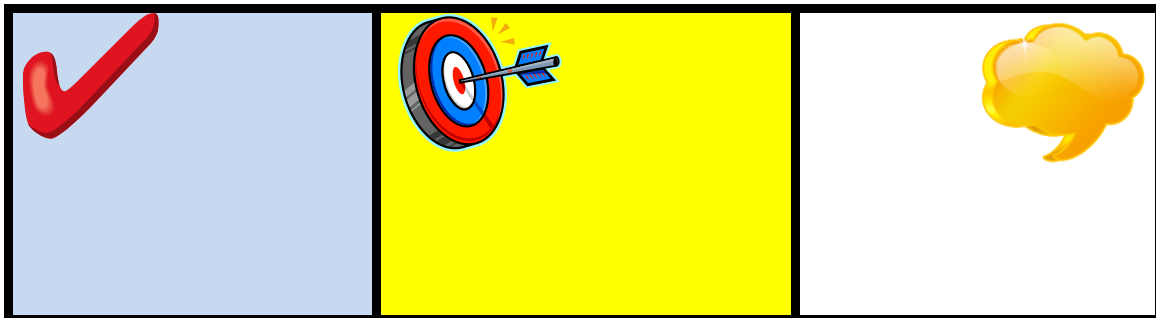
Two stars and a wish

When teachers do Quality marking (in-depth marking) they have the option to respond either by using two stars and a wish or by using Effective Marking Stickers. Good practice will include both. In order to ensure consistency teachers are generally advised to indicate two stars and a wish (Upper School) and one star and a wish (Lower School) in the following manner:



W

Effective Marking Stickers



Effective Marking Stickers are used both to motivate the pupils and to ensure that marking is as efficient as possible a process for the teacher, in order that the maximum can be achieved for the learner. All stickers used must clearly relate to the learning objective and/or success criteria.

There is no cap on the amount of Effective Marking Stickers that should be used in any subject. Teachers can use their professional judgement as the **effective** use of stickers will be judged and **not the amount** thereof. Teachers can also respond using two stars and a wish within the perimeter of **Effective Marking and Feedback Strategies** as explained in this document.

Written feedback should be:

- Legible and clear in meaning
- Developmental i.e. children will find out how they are getting on and what the next learning step will be
- Not focussed on presentation only
- A tool to support learning and to encourage progress

Note: Where written feedback is used, children are expected to read comments made on their work and it is essential that time should be made available for this. (See Principles of Effective Marking.)

6. Self-Assessment

Self-evaluation will form an essential part of Whybridge Junior School's marking policy. By using smiley faces the children indicate how well they feel they have achieved against the learning objective of the lesson.

Pupils should self-assess against the learning intention whenever possible. Self-assessment forms a vital part of Assessment for Learning and our school development plan. Pupils need to be encouraged and taught how to identify their own successes and also how to look for improvement points. The active use of visualisers by pupils will be encouraged to give pupils more ownership of their work. This process can form a key part of the plenary of each session. A **SA** symbol should be used to acknowledge that self-assessment has been done.

7. Marking at distance

It is important that **all** work, done by pupils in their books, is acknowledged. Therefore, whenever a piece of writing is not Quality Marked, Self Assessed or Peer Marked it might be necessary for the class teacher to mark at distance. It is important to understand that when marking at distance is required, it is to be done against the learning objective only. Distance marking is not the same as quality marking and does not require the same amount of detail. Distance marking serves a purpose in monitoring pupil's work as well as making pupils aware that their work is always looked at.

When marking at distance, the class teacher will indicate

- M – Mastered
- S – Secure
- D – Developing
- E – Emerging

against the learning objective. This can be followed up with a short comment – teacher to use your professional judgement.

Frequency of quality marking (in-depth marking)

1. Literacy

When teachers do Quality marking (in-depth marking) they have the option to respond either by using two stars and a wish or by using Effective Marking

Stickers. Good practise will include both. Not all pieces of work can be quality marked (Refer to marking at a distance).

Guideline for quality marking in **Literacy** (highlight best parts – use professional judgement)

- **2 Week unit:** 3-4 in depth markings
- **3 Week unit:** 4-6 in depth markings
- **4 Week unit:** 6-8 in depth markings

Teachers should use their professional judgement whether a piece of work should be marked in-depth and not just for the sake of doing it because it has to be done. If teachers use the above guideline it will enable them to choose work that they think can be marked in depth. Some units will cover more drama lessons, practical work, group work etc. and it will impact on the frequency of in-depth marking. Other evidence such as video clips, photos can also be used to evidence work that has been done in groups etc.

When marking English narrative the marking code have to be used. (Refer to Appendix 1). For each piece of quality marked work, the class teacher will indicate: Two stars (use professional judgement) and one wish. The wish must indicate the next steps that a pupil should take to further improve their writing. The focus of the wish should rather be on the composition and effect as well as the organisation of the assessed piece and should not only be on presentation.

2.1 Numeracy

The purpose of marking in Numeracy is primarily diagnostic. It will inform the day-to-day planning of the teacher and communicate to the child whether or not he/she is making the necessary progress. Comments will be made to emphasise the open-ended nature of mathematics and will encourage the child to feel safe when solving problems. Comments will reflect the stage of mathematical thinking that the child is at and will encourage further development.

When teachers do quality marking (in-depth marking) they have the option to respond either by using two stars and a wish or by using Effective Marking Stickers. Good practise will include both. Guideline for quality marking in **Numeracy** (highlight best parts – use professional judgement)

- **2 in depth markings per week**

Incorrect work should be indicated by a dot. When work clearly shows a lack of understanding, the use of multiple dots should be avoided. Instead, a comment

should be written to illustrate the misconceptions, additionally the work should be discussed with the child.

Credit should be given for partially correct working. Use circles to indicate errors.

$$\begin{array}{r} \pounds 25.90 \\ +\pounds 11.54 \\ \hline 1 \\ \pounds 37.44 \end{array} \times \text{ as the child has forgotten the unit of measure.}$$

$$\begin{array}{r} \pounds 25.90 \\ +\pounds 11.54 \\ \hline 1 \\ \pounds 37.44 \end{array} \times \text{ as the child has forgotten the decimal point.}$$

$$\begin{array}{r} \pounds 25.90 \\ +\pounds 11.54 \\ \hline 1 \\ \pounds 36.44 \end{array} \times \text{ circle any incorrect numbers.}$$

1. Corrections of basic number skills should be done on a regular basis, making sure that the children understand that this is to prevent them continuing to make the same mistake. The teacher must exercise judgement to prevent the child becoming discouraged or bored, and ensure it is balanced with plenty of praise for even very small steps of progress.
2. When appropriate, comments should identify the next steps in the pupils learning e.g. sequences have commas between the numbers. Please go back through and put in the commas, or you have managed multiplying a 0 by a 0. (5 x 4) Now try this (50 x 4).
3. Children need to be given time to respond to next steps. Teacher comments must be used and acted upon by the children. Such improvements need to be acknowledged. A tick, the teacher's initials or a brief comment are sufficient.
4. Children will be allowed to cross out any incorrect work using a pencil and a ruler.

3. Science

In-depth marking in Science should be at least once in a **two-week cycle**. Use **Effective Marking Stickers**.

If no in-depth marking, teacher scan the child’s work (or do peer and self-marking) and write whether it was achieved, not etc. next to the WALT (use abbreviations). This can be followed up with a short comment – teacher to use your professional judgement.

4. Foundation subjects

| | |
|-------------|---|
| Arts and DT | General comments and stickers/stamps if teacher prefer |
| MFL | General comments and stickers/stamps if teacher prefer |
| ICT | General comments and stickers/stamps if teacher prefer |
| RE | General comments and stickers/stamps if teacher prefer |
| Humanities | General comments and stickers/stamps if teacher prefer |
| | Effective Marking Stickers at the end of each half term |

3 HOMEWORK

The marking of homework is an important part of positive reinforcement and should serve a purpose in the child’s learning.

Homework will be marked during the school day on a Friday. The class teacher will lead the marking session. Pupils will be expected to mark their own work based on the guidance from the class teacher. It is not the intention of this session to be allocated for teacher quality marking. We constantly encourage learners to take an active role in their learning and teacher led self-assessment is a valuable resource to aid this initiative.

At the end of the session, the class teacher will acknowledge each pupil’s work by either initialling the work and by writing an encouragement such as ‘good work’ or ‘well done’. Stickers can also be used.

Homework done by SEN-children should be marked by the TA. It will be beneficial if the child can be present as verbal feedback can be given. TA follows up with initialling the work and by writing an encouragement. Stickers can also be used.

Addendum 1

| <u>Marking Code</u> | | <u>Meaning</u> |
|---|---|---|
| <u>Teacher Assessment:</u> | | |
| ✓ | = | Correct |
| ● | = | Incorrect |
| → | = | Improve |
| sp _____ | = | Incorrect spelling |
| p _____ | = | Punctuation |
| // para | | Paragraph |
| gr _____ | = | Grammar |
| * | = | Star: Teacher to note two stars; indicating good work. |
| w | = | Wish: Teacher to note one wish; indicating what pupil can do to further improve their work. |
| <i><u>Please note:</u> the codes p, sp, gr, *, para should be noted in the margin</i> | | |
| <u>Pupil Self Assessment:</u> | | |
| 😊 | = | I can do this |
| 😐 | = | I am not sure about this |

Addendum 2

Whybridge Junior School

Phase leaders: Book Look Scrutiny - Focus on marking and Feedback

Date:

Class:

Score:

Focus:

Completed by:

| Looking for: | Phase leaders comments |
|---|---|
| 1. Celebrating effort | |
| Focusing on effort rather than achievement ensures the focus is on learning rather than competition. | |
| Focussing on effort motivates children because they believe that the teacher believes that learning is possible for them. | |
| 2. Outstanding Marking | |
| Do children understand what they have done well? | |
| Do children understand and are clear about how to improve their work? | |
| Are the children making PROGRESS? | |
| 3. Learning Intentions and Success Criteria | Effective feedback is completely dependent on understanding clearly the learning objective and success criteria. Getting the learning objective right at the planning stage is vital to the process of marking and feedback. |
| Is the learning intention separate from the activity or context? | |
| Do the learning objectives for the unit or topic link together? | |
| Is the learning intention written in simple language that does not distract from learning? | |
| Does the work indicate that the pupils understood the L.O? | |
| 4. Outstanding feedback | |

| focuses on: | |
|---|--|
| The quality of the children's work and not comparisons | |
| Identifying the strengths and ways work could be improved | |
| The improvements and progress the child has made from previous work | |
| Providing opportunities for children to use the feedback to improve their work. | |

Whybridge Junior School
DHT: Book Look Scrutiny - Focus on marking and feedback

Moderator(s):

Date:

Score:

Teacher:

Year group:

Names of children and ability level:

| AREA | COMMENT/ NEXT STEPS |
|---|---------------------|
| How do your books look? | |
| 1. Presentation – good quality/consistent 2. Handwriting: Number and letter formation 3. Balance of quantity of work – appropriate for year group 4. Children recording (no overuse of worksheets) | |
| Are your marking in accordance with the 5 Principles of effective marking? | |
| 1. It must be used and be USEFUL . 2. It should involve the CHILDREN . 3. Fundamentally it should TEACH the children. | |
| Is outstanding marking evident in your books? | |
| 1. Do children understand what they have done well? 2. Do children understand and are clear about how to improve their work? 3. Are the children making PROGRESS ? | |

| | |
|---|--|
| Teacher: Key Marking Questions | |
| <ol style="list-style-type: none"> 1. Can the children read your comments? 2. Can the children understand your comments? 3. Do you allow children time to read and respond to your comments? 4. Do you allow children time to improve their work based on your feedback? 5. Can children read your handwriting? | |
| Feedback Styles | |
| <ol style="list-style-type: none"> 1. Posing questions 2. Giving instructions 3. Discussion with the child 4. Drawing pictures of diagrams 5. Coaching – children are helped to identify improvements | |
| Learning behaviour as reflected in books | |
| | |
| <p><u>Targets:</u></p> <p><u>NEXT:</u></p> <p><u>Personal comment:</u></p> | |

Addendum 4
Whybridge Junior School
Triangulation: Books, Planning and Assessment

Moderator(s):

Date of class visit and report:

Teacher:

Year group:

Week commencing:

Subject:

Score:

Names of children and ability level:

Do work in books correlate with activities planned on weekly planning?

Do levels correlate with the work of children in books?

Is there consistency across the year group in terms of planning, assessment and amount of work in books?

English: New National Curriculum: Does Literacy planning include SPaG and is implementation of SPaG evident in books?

**Is the classroom a reflection of a Literacy/Numeracy/Science immersed environment?
Does working walls/washing lines contribute to children's learning?**

Teachers' reflection on the report:

Signed by:
