

Feedback Policy Junior School

Teaching and learning is centered around helping all pupils make progress. Effective feedback is an essential part of assessment, teaching and learning. At its heart, it is an interaction between teacher and pupil, and is a mechanism to:

- assess children daily;
- check that the children have understood what teachers have taught;
- show children that their work is valued, and by offering 'Class Chart' points for excellent work. Teachers will record this using CP (Class Point)
- show children how to improve with targets and next steps in their learning;
- engage children in the learning process;
- raise standards.

To have the most impact on children's progress, we believe that effective marking and direct feedback should:

- be positive, motivating and constructive;
- relate to the lesson's learning intention that is shared with the children;
- involve all adults working with the children in the classroom and beyond;
- inform future planning and target setting;
- be accessible and inclusive;
- give clear strategies and next steps for improvement.

Aims

The marking and feedback policy aims to ensure that the staff in Junior School are using the best techniques to optimize pupil progress and workload, alongside other teaching and learning responsibilities. It is also the purpose to provide a student-led focus towards their own, individual progress. The type and depth of feedback varies depending on the subject and age range but includes several forms: verbal, written, peer and self-assessment.

Written feedback

To optimize teacher workload and pupil impact, two types of written feedback and marking are used:

- 1. Acknowledgement marking**
- 2. Deep marking**



1. Acknowledgement marking

- Acknowledgement marking shows a child that a teacher has seen their work and gives a teacher the opportunity to recognize and respond to misconceptions.
- Acknowledgement marking is most effective when used on closed tasks or exercises where the answer is either right or wrong. This refers to the use of green and pink highlighters and other specific codes outlined in the appendix.
- ‘Active marking’ throughout the lesson, enabling children to be aware of successes and to respond to feedback immediately is encouraged.
- To ensure a positive approach to feedback, green highlighter is encouraged to identify aspects of work related to the learning intention or a child’s targets.
- Teachers may highlight the letters ‘LI’ of the work’s learning intention in green or pink to show whether the intention has been achieved. If marked in pink, deeper marking, as below, will be required to ‘close the gap’.
- Acknowledgement marking is used daily and with high frequency.

2. Deep marking

Deep marking should:

- be linked and to acknowledge the successes in relation to the learning intention;
- provide guidance on the next steps for improvement;
- prompt pupils to make an improvement to their work;
- engage the teacher and pupil in a dialogue about learning;
- relate to individual targets, if appropriate.
- Deep marking, in English, is used with teacher discretion, but often used once a week and after end-of-unit, independent writing.

When deep marking, teachers provide legible and carefully worded comments that:

- provide a focused comment/s of where the child has met the learning intention – next to a green highlighter mark.
- provide a focused comment/s which will help the child to ‘close the gap’ between what they have achieved and what they could have achieved – next to a pink highlighter mark.

In order for the marking to be formative, the information provided must be used and acted on by the children. Therefore, time is allocated for pupils to read and make their improvements based on the suggestions. Time is allocated for pupils as they arrive in the morning before 9 am and/ or at other necessary times of the day. Teachers will need to



make sure that pupils can read and articulate the comments. Some pupils may need help from an adult or another child to help them do this.

'Close the gap' feedback may take the form of:

- **Reminder prompts**- remind the child of the checklist from working walls. What else could you say here? Use a powerful verb. Explain this... Why do you think...? Why did you...? What do you think would happen if...? What if...? (have these on working walls in each classroom)
- **Scaffolded prompts** – model what the child needs to do (e.g. What was the dog's tail doing? Describe the expression of the dog's face; Can you tell me two things you know about even numbers?)
- **Example prompts** – provide examples. This type of prompt will often give the child a choice e.g. use one of these words instead of bad – ferocious, terrifying, evil.

Responding to feedback

Pupils must be given time to respond to feedback promptly, before the lesson or at the beginning of the next lesson. Where class discussion is used, 'MADIC' – marked and discussed in class, children can respond to feedback in purple pen immediately, often towards the end of a lesson. Where verbal feedback is given, children will either use a purple pen immediately to show action, or a 'VF' is written to outline the dialogue.

Peer and self-assessment







Being able to assess your own or someone else's work is a valuable and important skill, and we teach children to do this by modelling and asking them to respond to work in a purple pen with a tick or a correction.

Marking spelling, punctuation and grammar

When children have completed a task, teachers ask children to check for accuracy when they read it through. Not all spelling, punctuation and grammar errors are marked in every piece of writing, but it will be noted as a future teaching point. However, where punctuation, grammar or spelling is a pupil's target, it will be marked so that the child is supported to meet their target.



Marking Codes

<p>Green = green means 'great'</p> <p>Pink = pink means 'think'</p> <p>Green pen used by teachers to give the codes or written feedback</p>		
Highlight	Correct/ 'well done for including this in your work'	Through ideas, words or linguistic features in written pieces; a small mark next to correct answers in maths.
Highlight	Incorrect/ 'this is where an improvement could be made'	As above but being mindful to not discourage
©	Correction required	For specific areas to be corrected
//	New paragraph	
^	Missing word	
	Punctuation error	
	Spelling error	'sp' in the margin on the same line as the misspelling. Underline with thin edge of highlighter.
	Verbal feedback	A given recommendation before the pupil has written. Retrospective feedback can be corrected with purple pen - VF would not be required.
	Support	When an adult has given support
	Independent	To indicate that adult support is removed
	Next steps	Drawn with a comment of how to improve towards the learning intention
Pupil self/ peer-marking		
✓	Correct	
•	Incorrect	If a correction is made by the pupil, this would not be required.
//	New paragraph	Written by the pupil to show where a new paragraph should have started
MADIC	'Marked and discussed in class' below the activity or work	



SILCOATES

Reviewed by:	Mrs Moss – Head of Junior School Mr Hodson – Assistant Head of Junior School		
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