



'MARKING' AND FEEDBACK POLICY

'An inclusive Christian community building on firm foundations for successful lives.'

At St Michael at Bowes we believe that our vision underpins everything we do and as such we strive for our children to 'build on firm foundations' and for them to lead successful lives. When used correctly, assessment methods can enhance children's learning and inform teachers of areas in which children need targeted support.

At St. Michael at Bowes all staff will adopt a professional approach to giving good quality oral and written feedback. At our school we are committed to raising achievements and realise the importance of different types of feedback to enable children to move on. Children are responsible for their own books and the quality of their learning and no adult marks directly onto their pages unless it is necessary to provide examples for pupils to copy (e.g. handwriting practice, drawing a bar model) or an individual pupil requires more initial scaffolding to achieve success (e.g. ref: Teaching WalkThrus - Selective Marking). This ensures that children are developing their abilities to their full potential (UNCRC Article 29) and supports our Growth Mindset belief that all children can grow their brains and that children learn best by making mistakes and learning from them.

The decisions made in this policy have been underpinned by the evidence of best practice in marking and feedback provided in the EEF Marking Review – 2016, The Teaching and Learning Toolkit – 2018 and research papers in the Chartered College of Teaching magazine, Impact.

Aims:

- To ensure pupils are aware of their progress/success in learning and the means by which they might improve;
- To develop habits of independent and interdependent learning and to encourage children to reflect on their understanding;
- To recognise both effort and achievement and to help increase motivation and self esteem;
- To monitor pupils' progress;

Best quality feedback:

- Will be carried out promptly and regularly, with the pupil present
- Will give clear strategies for improvement
- Will include appropriate positive comments
- Will be manageable for teachers and pupils
- Will focus on the learning objectives and steps to success shared with the children. Pupils use highlighter pen: pink (**TICKLED PINK**) to show success and green (**GREEN FOR GROWTH**) to show areas for development
- Will be given most often in response to challenging and/or complex tasks to promote effort and resilience
- Will be accessible and understood by the child so there is evidence that they have understood and acted upon advice given
- Children use a **PURPLE PEN** to show response to adult feedback and **GREEN PEN** for self and peer assessment
- In key pieces of written work or to support key pupils, inaccurate spellings and poor presentation will be addressed verbally or through the use of post-it notes or marking symbols.

Guidelines for good oral feedback:

All work will be looked at by the teacher in order for them to:

- make informed decisions about next steps in that child's learning;
- make adaptations to planning and resources;
- identify guided groups and individual/paired support.

Most work will be acknowledged verbally by an adult or peer and the children will demonstrate through editing that they have understood what was said.

It is not possible to give quality feedback for all pieces of work, but focused feedback should be given routinely in Mathematics and for longer pieces of writing in English or, depending on the unit of work taught, where appropriate.

Most work will have a next step, which can be verbally given or written on the board.

There must be consistent use of symbols by children across all books (see appendix 1). These are displayed in all classes and the children must be taught to use them correctly in their own and others' work.

Verbal comments should, where possible, be linked to 'closing the gap' between the steps to success children are working towards and what they have initially produced.

Useful 'closing the gap' comments might be: (Appendix 2)

A **reminder prompt** (e.g. 'what else could you say here?')

A **scaffolded prompt** (e.g. 'describe the expression on Joe's face')

A few **examples** that the children can choose from (e.g. 'Joe's eyes narrowed and he bit his lip' or 'Joe glared angrily and pursed his lips together')

Children are routinely given the opportunity to respond to feedback (review time). This happens as soon as possible during the lesson or once the learning has taken place (for self and peer) and preferably at the beginning of each lesson for response to adult feedback.

Where an adult has provided feedback, the child will respond in **PURPLE PEN**

Shared marking:

Using a piece of work from a previous lesson, with the permission of the child, the process of marking against success criteria is modelled so they can effectively self and peer assess.

Peer Assessment:

Children are taught how to do this through modelling to the whole class, groups and individuals

Ground rules must be in place (listening, no interruptions, confidentiality etc.) and displayed in class

Children should be encouraged to first find the 'best bits' (Teaching WalkThrus: Feedback That Moves Forward)

Pairings must be based on trust (class teacher to decide)

Pairings could be ability based (e.g. middles with higher / lower with middles) or mixed, dependent on the learning outcomes required

Children give feedback and edit their own work in **GREEN PEN**

Self assessment:

Children should self-assess where possible. All children are taught to identify their own successes and areas for improvement against given success criteria. In maths...

Children self-assess in **GREEN PEN**

Positive Praise:

Staff recognise the need for pupils to receive positive praise for work that represents good progress towards meeting expectations and effort in learning. Rather than using vague written platitudes, positive feedback to pupils includes, but is not limited to:

- Using pupil's work as a WAGOLL (What a Good One Looks Like) for whole class teaching
- Displaying work around school or on Class Dojo for the rest of the school community to see and celebrate
- On the spot verbal praise for specific successes against desired outcomes
- Postcards sent home providing details of success in learning




Monitoring:

Work scrutiny will be carried out at least half termly by members of the senior management team and curriculum teams to ensure feedback is being given in accordance with this policy and children are making best progress as a result of it.

Reviewed: May 2021

Presented to Governors: September 2021

To be reviewed again: As appropriate

Symbol	What this means
^	Something needs to be added
//	This should be a new paragraph
wh ^a t Sp	This is a spelling you should correct and learn
 WWT/WWTA/PW/I	Worked with Teacher / TA/ Peer work / Independent
 CHILD WRITES IN PURPLE PEN	Verbal feedback given by an adult and child has responded
 CHILD WRITES IN GREEN PEN	Self-assessed or Peer-assessed

St. Michael-at-Bowes Junior School – Feedback Prompts

Pupils are taught how to use these prompts when giving peer to peer feedback:

1. A Reminder Prompt

This reminds the child of what can be improved.

- 'Say more about how you feel about the person'

These comments should be used sparingly, particularly in Lower School, as most children need more support than this.

2. A Scaffold Prompt

Most suitable for children, who need more structure than a simple reminder, this prompt provides some support.

- Can you describe how this person is a good friend? – A question
- Describe something that happened which showed they were a good friend – A directive
- He showed me he was a good friend when... (finish the sentence) – An unfinished sentence

3. An Example Prompt

Extremely successful with all children, but especially with children who are struggling to think of their own ideas, this prompt gives the child a choice of actual words or phrases.

- Choose one of your own:
 - He is a good friend because he never says unkind things about me.
 - My friend is a friend because he is always nice to me.

Many children, given the example prompt, choose their own improvement instead. Giving the choice of actual words or phrases acts as a brainstorm.

Strategies and resources for giving effective feedback

- Use the class visualiser to share excellent examples (Teaching WalkThrus: Setting the Standard) and model the editing process
- Separate editing sessions for writing into 'proofreading' for secretarial errors and 'improvement' to focus on content and flow of work
- Make use of 'Shout Out' to assess for understanding and to gather examples for editing
- Make use of Polly and Quizzes on Microsoft Teams to support the assessment of understanding
- Actively seek out errors to use as teaching points (Teaching WalkThrus: Normalise Error and Uncertainty)
- Put whole class feedback onto one IWB slide with prompts and examples to support improvement
- For higher achieving pupils, who feel they have no improvements to make once they have done everything on the 'list'. Give more excellent examples to look at or time to research more examples, then look at their own work again in light of what they've learned (Teaching WalkThrus: Feedback as Actions)
- In longer pieces of writing, identify one section/paragraph to improve together, model the process and give time for editing in detail

Questioning as feedback to improve learning

- Give on the spot feedback by scaffolding pupils to enhance and expand their responses. Do not allow one word or phrase responses (Teaching WalkThrus: Say it Again Better)
- Train pupils to Think-Pair-Share as a process of deciding on answers