



FEEDBACK POLICY

In Jesus we learn, grow and pray together

Curriculum and
Standards
Committee

OVERVIEW

Research has shown that consistent and effective marking has a significant impact on raising achievement. As an appendix to this document, staff reviewed the points raised from the Independent Teacher Workload review group (March 2016) chaired by Dawn Copping to make feedback meaningful, manageable and motivating to impact on pupil progress.

It is important to provide **constructive feedback** to pupils, **focusing on success and improvement needs**. This enables pupils to become **reflective learners** and helps them **to close the gap** between what they can currently do and what we would like them to be able to do.

INCLUSION

Our school is an inclusive school and in each class there are children with a range of additional needs including ADHD, Dyslexia, Speech and Language, ASD and moderate learning difficulties. Our school recognises that children, with these different needs, benefit from a modified marking procedure.

AIMS

In our school our aim is that marking and feedback should:

- Be consistent across the school
- Completed regularly
- Handwriting to be neat and legible and accessible to our children following the school handwriting scheme.
- Relate to the learning objective
- Give recognition and praise and clear strategies for improvement within the context of the learning objective
- Respond to individual needs
- Be seen by children as a positive approach to improving their learning
- Be manageable for teachers
- Inform future planning and group target setting
- Children to respond to feedback in subsequent pieces of work.

STRATEGIES

In order to achieve our aims in our school we use a range of marking and feedback strategies as appropriate to the different age groups:

Verbal Feedback

Children are given verbal feedback which either corrects a child's understanding or extends their learning. Where verbal feedback has been given work will be annotated with the symbol **VF**.

Summative Marking

Exercises where the answer is either right or wrong are marked with ticks if correct or circled if it is wrong.

Peer and Self Marking

Teachers should make use of, where appropriate, such tasks and exercises that may be marked by

the children as a class or in a group.

Focus Marking

When focus marking, teachers focus first and foremost on the learning objective of the task. The emphasis being on both success against the learning objective and improvement needs. Teachers:

- Read the entire piece of work
- Highlight examples of where the child has met the learning objective **in yippee yellow**.
- To respond to an area of the work which could be improved with a **WISH cloud**.

Not all pieces of work will be focus marked. Where work is not given such detailed attention it will still be acknowledged.

Aim of Focus Marking

- Provide a focused comment, which can be short and manageable, which should help the child to “close the gap” between what they have achieved and what they could have achieved.

Self and Shared Marking

Children are encouraged to self-evaluate by identifying their own successes and looking for an improvement point. The success criteria or steps to success should be used by the children to help them reflect. Teachers will sometimes use an anonymous piece of work to mark as a class. This enables the teacher to model the marking process and teach particular points at the same time.

Paired Marking

Once the marking process has been modeled with the class children sometimes work in pairs to mark a piece of work. This allows them to develop their own critical capacity.

Singapore Maths

Children’s journaling work for Singapore Maths should be acknowledged with any misconceptions given a Wish. Wishes should come on a needs basis and not for all children. Progress will be seen in subsequent work. Work in children’s Singapore Maths workbooks should be marked to help form afternoon interventions, with children that show concern given priority. See Maths Policy as an appendix.

English

Spellings and English usage will be marked in a way which is appropriate to the needs of the children.

Up to 3 spelling corrections are identified per piece of work. These are chosen according to a child’s ability and needs.

Work in other Subjects

Work should be marked focused on the learning objective of the subject e.g. Topic, RE, Science. English or Maths comments can also be made. Teachers should identify this by using (ENG) or (MA). Distant learning (independent writing and math’s opportunities) can also be marked with an acknowledgment mark as a final piece of work based on a previous learning within a unit.

Work will be marked in a way which is appropriate to the needs of the children.

A combination of up to 3 spelling, grammar and punctuation corrections is identified per piece of work. These are chosen according to a child’s ability and needs.

MARKING GUIDELINES/SYMBOLS

Teachers will mark work in a pen colour different to that in which the children have worked.

In the margin or within the child's work:

| | |
|----|--|
| Sp | Spelling error |
| // | New paragraph |
| Λ | Missing letter or word |
| ○ | Capital Letters |
| VF | Verbal Feedback (Next to an error that's been discussed) |

At the end of a piece of work:

| | |
|-----------------|-----------------------------|
| SC | Self Check |
| LO ✓ | Learning Objective achieved |
| T | Target achieved |
| DJ (Dojo Point) | Reward |

To show differentiation in work:

| | |
|----|----------------------------------|
| TA | Teaching assistant assisted work |
| T | Teacher assisted work |
| I | Independent work |

Presentation of Learning Policy

Dates and Titles KS1

- During their reception year the children will be taught to write their full names with increasing independence.
- During Y1 the children will be taught to put the date, month and learning objective on their work, initially using pre-drawn lines, progressing onto positioning these independently using line guides.
- During Y2 the children will be taught to place the date, month and learning objective and underline work. There is no requirement for a margin to be drawn.

General guidelines KS2

- All work is dated and has a learning objective
- Date and learning objective is underlined in pencil, with a straight line using a ruler
- Children should begin writing in pen as soon as they have developed a neat, cursive style of handwriting, ideally by the end of year 3.
- Poor work is done again at an appropriate time
- Incomplete work is to be done, where appropriate, in the children's own time with a reasonable deadline and if necessary, a note to parents
- Incorrect work should have a straight line drawn through it

Rulers

- Reception children don't use rulers for presentation
- All children are encouraged, to underline dates and learning objectives neatly

Pencils and Pens

- All of KS2 and most of Y2 are to use pens to join their writing in a well formed, cursive style as determined by the handwriting policy. Then children will progress to using a pen.

Rubbers

- Reception children are not allowed to use rubbers
- KS1 and KS2 children can use rubbers with supervision or at the teacher's discretion

- Children are not to use tippex or eraser pens to correct their work.
- Children are to be taught to draw a line with a pencil through an error. They should not routinely be erasing learning. If the error is an entire sentence this should be ruled through using a ruler.

This sets out the expectations for layout of dates, titles, learning objectives etc.:

Date:

- For Maths and Science children should use the numerical date, i.e. 8/10/11.
- For all other subjects the full date should be written.
- The date is to be positioned on the left hand side of the page (starting at the margin where given).
- The long and short dates are always to be written on the classroom white boards as points of reference for the children. The date should be underlined with a pencil and a ruler.

Learning Objective- LO:

- After writing the date children should be instructed to leave one blank line before writing the learning objective.
- LO should always be clearly displayed on the classroom white boards.
- The LO should be underlined with a ruler and pencil.
- Children should then be instructed to leave one line before they start their work.

PARENTS INVOLVEMENT

Parents have a considerable contribution to make to a child's success in school. They are strongly encouraged to review their children's school books and are invited in at different points in the year.

OUTCOMES

Marking and feedback contribute to every child achieving the progress and attainment they are capable of.

MONITORING, EVALUATION AND REVIEW

The school implements an annual programme of prioritised monitoring, review and evaluation which includes:

- Scrutiny of planning, assessment and work books
- Lesson Observations
- Conversations with children

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