



Robert Miles Junior School
Feedback and Marking Policy

Feedback at Robert Miles Junior School is viewed as a two way process between teacher and child and, when carried out effectively, can have an extremely positive impact on learning. We continually use feedback, in its various forms, to scaffold children's learning, to aid them in moving from dependence to independence when tackling work, and to ultimately support our pupils in making the best possible progress. It provides essential information for the teacher with regard to children's strengths, areas for development and the impact of teaching in order to identify next steps of learning. It also provides information to the children about their successes, where they could improve and how they might do this. Throughout their time at the school, we aim to develop our children's understanding of and engagement with the feedback process so that they are actively involved in their own learning.

Principles

- Feedback provides invaluable information for the teacher in terms of identifying the depth of learning that has taken place and to inform future planning.
- Feedback is most powerful when it takes place during the lesson.
- Children have the right to have their work acknowledged, to be given feedback on their achievements and to be given advice on their future learning.
- Not every piece of work needs to be marked in depth. Teacher judgement is used to decide which pieces require more focussed marking.

Culture

For feedback to be acted upon most effectively, both children and staff need to feel secure that mistakes/improvements are part of learning and not a criticism. Building up positive relationships in classrooms is an essential priority and staff consistently model the learning attitudes expected and create an ethos where acting on advice and learning from mistakes is viewed positively. Staff are also supported to see the feedback they receive from children as an opportunity to learn, reflect upon and use proactively in order to improve teaching and learning, not as merely a judgement.

Feedback from Children to the Teacher

An essential form of feedback is that which the teacher gains themselves from children's work and responses. Evaluation of learning is used to provide specific next steps, both within the lesson and for the next. This can come through marking/improvement comments, extra input with individuals, groups or a whole class, or different strategies/resources being used. Planning is constantly influenced/adapted through the marking/evaluation process. Reflection upon work and results, both formatively and summatively, also allows teachers to evaluate the impact of their teaching and make adjustments if necessary.

Verbal Feedback

Quality, constructive feedback provided at the point of learning, in a wide range of ways, is crucial for it to have the most impact. Wherever possible, verbal feedback will be given to children during lessons on an individual, group or whole class level. There is no expectation that verbal feedback is evidenced as this has no direct impact on learning. Teachers may choose to reference specific input in feedback comments if they deem it appropriate. Time should be allocated for children to respond to any verbal feedback provided.

Strategies useful for providing verbal feedback include:

- Questioning
- Listening
- Discussions
- Scanning of work completed so far
- Use of visualiser to share and analyse work

Peer and Self-Assessment

Peer and self-assessment have a key role to play in marking and feedback. They empower the children to take control of their learning. How to effectively self and peer review is an important skill that we aim to develop throughout the school through specific teaching and modelling. It is important to provide appropriate time for this form of feedback to be carried out and acted upon. Methods may include marking answers, reflecting against success criteria, identifying specific features of work. The use of visualisers in highlighting successes and areas for improvement is particularly encouraged. When cooperative peer marking is used, the focus is on children working together to make improvements, rather than writing evaluative comments in each other's books. The balance of teacher/cooperative peer marking is expected to develop as children move through the school and build up their confidence and skills in the process. Children may also reflect on the effectiveness of or confidence in their work by systems such as traffic lighting or a brief comment.

Marking Guidance

We have a number of key features for marking that are used consistently throughout the school. There is also scope for teachers to complement these with their own approaches if they feel it will have a positive impact of learning. This provides opportunities for innovation and experimentation with different strategies. These may be shared with other staff members and possibly included in future policies if they prove to be particularly effective in supporting learning.

Marking is used to acknowledge and celebrate children's work, as well as to provide specific feedback about how to improve it. Marking needs to be meaningful, manageable and relevant. Excess written comments which have no direct impact on learning are not required.

The nature of marking may vary in different year groups to reflect the maturity/development of the children. It will also vary according to the subject and type of work. Children with specific needs may require individualised styles of feedback.

There will be a mix of self, peer, light touch and in depth marking. Teachers use their professional judgement to decide when and where these take place. Priority for more detailed marking should be given to when the feedback provided will impact directly on improvements to be made in that particular piece of work or to be followed up in the next piece. There is often no need to write long, detailed comments when the content of these are the focus of the input for the next session/further intervention.

Teacher marking is carried out in a contrasting colour to the children's work.

Written comments may reflect how children were successful in meeting elements of the success criteria, or achieving the learning objective. Reference might also be given to effort and learning attitudes displayed or any evident progress from previous work. It can be useful to record if learning is particularly secure.

Children should always be given time to read and respond to written marking in order that the feedback provided has maximum impact on learning.

High priority should be given to key secretarial aspects of writing in all subjects, but dealt with sensitively. An age appropriate 'Every Time We Write' success criteria should be displayed in all classrooms and/or books.

1-3 key spellings should be picked out in a piece of work if appropriate. Priority should be key spellings rules being studied/high frequency words and should be practised correctly three times. Priority in topic lessons may be given to specific, subject related vocabulary

Writing

In most cases, the most in depth marking will occur when feeding back on writing. Marking, certainly with longer pieces, will often have the greatest impact if is carried out during a piece of writing so that the feedback provided can impact upon the next stage of the work.

Specific codes for the marking of writing are used throughout the school. (Appendix A) The code particularly links to key secretarial aspects of writing, how to add in/improve ideas and is age appropriate. The code may be adapted to meet the needs of particular children.

Most pieces of writing will use success criteria which focus on aspects specific to a particular style of writing. As much as possible, success criteria should be generated by the children through the analysis of quality examples. Some success criteria will be closed eg. specific features/ organisation of non-fiction texts. Others will take the form of a 'toolkit' of possible techniques, with the understanding that they are a list of possibilities for effective work, not purely a tick list.

Along with aspects of the writing code used further moving on comments, if deemed appropriate by the teacher, may be written, which enable the children to make improvements to the content of their writing. These should focus on tackling skills/aspects of the success criteria which haven't been evident in the work. This may involve practising a type of sentence, adding in extra information etc. These comments may be scaffolded in order for children to tackle the improvements independently.

Children should respond to feedback in a different contrasting colour. It is important the responses are checked to ensure that misconceptions are addressed.

Maths

Work is marked using a tick or a cross to indicate if answers are correct.

It is important for the teacher to distinguish if errors are due to slips rather than misconceptions. This should influence the nature of the feedback provided. Children should carry out any corrections that they are able to do independently. Corrections should be indicated by a ©. It may be that the teacher's written responses can scaffold the correction if there was a gap in understanding. If not, it is more appropriate to work with the child/ group/class without writing long comments for the sake of it.

On some occasions, a next step/challenge question may be written for a child to respond in order to extend or assess understanding. This is not necessarily appropriate if the next lesson is in itself the next step.

Appendix A: Feedback at Robert Miles Junior School

Feedback in our school takes place in many forms and much of it is not written down. The feedback may be from the teacher to the child or the child to the teacher. Teacher judgement is used to decide when feedback should be used and what form it should take.

Type of Feedback	Possible Examples	Evidence (for observers)
<p>Within lessons</p> <p>Enables the teacher to impact quickly at the point of teaching.</p>	<p>Mainly provided verbally.</p> <p>Questioning – may be targeted to individual children, groups or whole class. This may be based on previous assessments.</p> <p>Observation of responses on whiteboards, number cards etc.</p> <p>Further questioning as a response to establish understanding, support or extend.</p> <p>Teacher observing and responding to children’s non-verbal signals.</p> <p>Use of visualiser to look at children’s successes/areas for improvement.</p> <p>Adjusting work during the lesson in accordance to children’s responses – this could be whole class, group or individual.</p> <p>Discussion with children as they work.</p> <p>Guidance/modelling may be noted in children’s books if appropriate.</p> <p>Establishing a group that may need extra input on a common theme.</p> <p>Stopping the class at an appropriate point to tackle a common issue.</p> <p>Mini-quizzes to recap and assess knowledge from previous learning.</p>	<p>Lesson observations</p> <p>Learning walks</p> <p>Discussion with children</p> <p>Possible annotations in children’s books</p> <p>Corrections / amendments in children’s work</p> <p>Improvement in children’s work during the same piece</p>
<p>Lesson endings</p> <p>Enables the teacher to immediately evaluate the learning, identify successes or difficulties and, if possible, address quickly.</p>	<p>Questioning to establish security of learning or challenge once work has been completed.</p> <p>Children self-assessing their work. This could be in the form of traffic lighting, written comments, against a success criteria or through discussion.</p> <p>Exit tickets.</p> <p>Quick Identification of a child/group to address issues/challenge further immediately or later that day</p> <p>Immediate reflection on how to take learning forward during the next session</p> <p>Discussion with teaching assistant over their observations and assessments</p>	<p>Lesson observations</p> <p>Learning walks</p> <p>Work analysis</p> <p>Discussion with children</p> <p>Children’s self-assessments</p> <p>Possible annotations/notes by teachers</p> <p>Some evidence of self and peer assessment in books</p> <p>Evidence in books of immediate intervention</p>
<p>Marking/review</p> <p>Enables the teacher to reflect on the security of learning and identify the next steps future lessons. Provides opportunities for children to</p>	<p>Acknowledgement and celebration of achievements.</p> <p>Use of marking code for basic improvements.</p> <p>May involved written comments to support or challenge.</p> <p>Identification of focus for the next lesson, making adaptations to original plans if necessary.</p> <p>Identification of target children/groups for future lessons/quick intervention.</p> <p>May link to setting of or assessing against individual targets.</p>	<p>Work analysis</p> <p>Acknowledgement comments at end of work</p> <p>Use of marking code in English Support/challenges provided if appropriate</p> <p>Children responding to feedback</p> <p>Follow up work with groups/individuals to address a misconception</p> <p>Evidence of how the next lesson builds on from the previous eg. consolidation, different approach needed, challenge.</p> <p>Notes/adaptations may be evident in planning or assessment folder.</p>