



Sir John Lillie Primary School

Feedback Policy

Marking and Feedback Policy Rationale

Marking and Feedback at Sir John Lillie Primary School

We believe that the process of marking and offering incisive feedback should be provided in the moment. It is a dialogue that takes place between a teacher/support staff and a child, ideally while the learning is still being completed.

Teachers and teaching assistants should promote children's self/peer-assessment into a wider process of engaging the child in his or her own learning and developing their ability to self scaffold their learning.

Whenever possible, marking and feedback should involve the child directly. The younger the child, the more important it is that the feedback is oral and immediate.

Feedback in the moment will help a child to identify their key priorities for improvement and the progress they are making towards personal targets.

Teachers will ensure that understanding is checked systematically when marking in the moment and they will swiftly adapt their teaching accordingly.

All staff will note errors that are made by many children and use them to inform future planning.

Teachers and teaching assistants will distinguish between mistakes and errors. An error occurs when a child has not mastered and understood a concept and requires swift intervention.

Mistakes can be identified by an adult or a child and should be self-corrected by the child.

Agreed practice at SJL:

- The 'In the Moment' feedback approach is adopted to enable all children to receive effective and instant feedback to feed forward.
- Verbal feedback and dialogue should be embedded within every session. It should be specific to the success criteria and should identify both positives and next steps so that the child has a clear understanding of how to move their learning forward. It should be annotated in a child's book with 'VF' (Verbal Feedback)
- Every pupil should receive verbal feedback on a regular basis. During the lesson, teachers and additional adults will effectively intervene in the moment and give feedback, verbally and in the moment remodelling of misconceptions, consolidating learning or moving the learning forward. This should be quick and remain positive encouraging a Growth Mindset, resilience, striving for accuracy and children's learning efforts.
- Teachers and additional adults will effectively intervene with groups across the class giving immediate feedback on the children's work.
- Marking in the moment in the forms of ticks to indicate correct answers across the school curriculum and areas for improvement, or identified mistakes, should be pointed out to the children within the lesson to enable children to take greater ownership to correct through self-regulation.
- All adults must use a **green pen** to mark children's work
- Self-assessment and peer assessment – more autonomy is given to the children. Teachers will acknowledge the marking completed by the children.
- Children will use a **purple pen** when self/peer assessing and, where appropriate, when acting on the teacher's/additional adult's feedback

- Whenever a child has been supported to complete a task or produce a piece of work it will be indicated with an 'S'

When Marking 'In the Moment'
Date and learning objective are checked and children are given the opportunity to correct if needed
Marking is focused upon lesson objectives and success criteria (differentiated accordingly)
Verbal feedback to children will provide opportunities to self-regulate, address misconceptions in the moment and move their learning forward through opportunities that lead to depth in knowledge and understanding.
Marking is to be done in a clear legible handwriting using the schools handwriting policy
Marking is used to support the day-to-day assessments of learning so that difficulties are identified immediately and misconceptions can be addressed in the lesson

Across all lessons, there should be a greater emphasis on 'In the Moment' feedback, however sometimes, for whatever reason staff will be unable to feedback in the moment or there is some work that has not been marked in the moment

When staff have been unable to feedback 'In the Moment', all learning will be acknowledged in full
Date and learning objective should be checked to ensure that habitual errors are not being made
The content of the learning should all be read in detail and check against the lesson objectives and success criteria (differentiated accordingly) for accuracy
A short written acknowledgement linked to the success criteria and a tick or a self or peer assessment will acknowledge the children's learning efforts and outcomes in their books
Marking is used to support the day-to-day assessments of learning so that difficulties are identified and misconceptions can be used to plan future lessons accordingly.

Marking of Specific subjects

<p>Marking of Mathematics</p>	<ul style="list-style-type: none"> ● All pupil calculations are to be marked with a greater emphasis on effective 'In the Moment' marking and opportunities for self-marking across lessons. ● A green tick to be used to mark a correct answer ● A mistake must be circled and children to write the correction <u>after</u> the circled incorrect answer. ● Where an answer is incorrect, children must be given time to find the mistakes in their calculation and correct this themselves. ● Where a child has made a number of mistakes, the teacher is to decide which of the mistakes they feel it would be beneficial to review ● Where children have no errors they should be asked to complete a next step in order to deepen understanding, when appropriate, that will be given verbally and may be displayed on the interactive whiteboard.
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	<ul style="list-style-type: none"> ● The children will be given, where appropriate, the answers to check their calculations themselves or the calculations of their peers. Children should be encouraged to self-correct calculations when mistakes have been identified ● Where it is required, teachers should comment on number formation and presentation of work to ensure that pupils understand the importance of presenting their work to a high standard.
Marking of English	<ul style="list-style-type: none"> ● Green tick or smiley face should be used to acknowledge features in writing, e.g. vocabulary choice, sentence structure or when a child has demonstrated progress in a misconception identified previously ● Common exception or subject specific misspelt words will be underlined and the correct spelling will be written above the word. Identified spellings should be written at the bottom of the children's work or in margins for the child to rewrite 3 times ● In EYFS and KS1 and where children have an identified special educational need, all staff to mark spellings in accordance to children's phonemic stage. ● Where there are inaccuracies in grammar e.g. was/were confusion, the mistake will be identified by being underlined and a child will be encouraged to self-correct. ● Where punctuation is missing, a circle will be used to indicate that something is missing and the children will be asked to check their work to identify the missing punctuation for their whole piece of work. ● Where teachers would like a child to improve a sentence or short paragraph in order to move learning forward, a sentence may be underlined or a * will be added in the margin next to the section of work to be improved, then a line will be drawn or * added at the bottom of the children work, the children will then be given verbal instructions about what they need to edit and/or improve. ● Where children are self or peer assessing, they should be encouraged to mark a paragraph in line with the policy for teachers (this will then be checked by the teacher for accuracy). ● In extended pieces of writing children will be asked to mark one paragraph and use a variety of self or peer assessment criteria provided by the teacher to mark against. ● Feedback/comment given verbally or in a written form in a book needs to be specific, e.g. a green tick with the comment "fronted adverbials", Not "great work/effort".
Feedback in science and foundation subjects	<ul style="list-style-type: none"> ● Staff should ensure effective feedback in the moment and give verbal feedback in order to deepen children's understanding during the learning. ● Science and humanities subjects are marked in line with English books

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| | <ul style="list-style-type: none"> ● In PE feedback to children will be verbal and criteria assessed next to learning targets by whoever is leading the children's PE sessions to inform future planning and assess levels of attainment. ● Feedback in art and design will be verbal and criteria assessed next to learning targets by whoever is leading the children's art sessions to inform future planning and assess levels of attainment. Post it notes can be used to provide feedback that can be put with the child's work |
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Edit and Improve Time

From year 2, time will be given to the children to edit or improve their own work. Teachers will develop the children's ability to become independent learners, self scaffold and given them autonomy in developing and improving their work.

This lesson can be used in a variety of ways:

- The teacher models and demonstrates how to proof read and/or improve a sentence/ paragraph or piece of work
- The teacher identifies a piece of work that they would like the children to proof read and edit
- The teacher gives specific verbal feedback to an individual/group/whole class to improve their work and the children are given quality time in order to have the opportunity to show this in their work
- Children use the success criteria from the lesson to improve a piece of work at another time during the week where the children can focus on being the reader rather than the writer
- The children can work independently or with a partner to edit and improve their own or the work of their peer.
- It is important that, when children are asked to edit and improve their work, they read their work out loud. The children read their work out loud primarily to 'listen' to it – to hear how it sounds, whether it flows, it also allows them to 'look' carefully to see if there any obvious mistakes, such as words omitted or misspellings.

Role of Other Adults Supporting Marking and Feedback

All staff in the classroom are expected to feedback in the moment. This will support children in receiving immediate feedback which they can respond to.

Children should be encouraged to review their own or another child's work, and the teacher will support this process.

This will ensure children are encouraged to assess their work and self-reflect at each step of the learning process.

Special Educational Needs and Disabilities

When marking the work of children with Special Educational Needs and Disabilities, we take into account the wide range of abilities of our children. Children's individual education plans will be used to support when marking and giving feedback. Extra support is given and the curriculum is differentiated to meet their individual needs, whilst ensuring access to a full and varied curriculum along with their peers.

Reasonable adjustments will be made so that every SEND child can fully access the curriculum and will be given feedback appropriate to their learning.

This policy also needs to be in line with other school policies and therefore should be read in conjunction with the following:

- Teaching and Learning Policy
- Planning & Assessment Policy
- SEND Policy