



SAINT JOHN'S

Feedback and Marking Policy

Designated Member of Staff	Deputy Headteacher
Committee with responsibility	Curriculum and Standards
Date of Issue	April 2023
Frequency of Review	Annual

Issue Number	Issue Date	Summary of Changes
1	April 2023	Re-written the policy for ratification
2	January 2024	Review of the policy; ratified at FGB T3

This policy will detail and outline our commitment to providing the best possible written and verbal feedback to the children of Saint John's Church of England Primary School. At the heart of our approach is ensuring that we maximise the impact that our feedback has on furthering every child's learning as well as supporting staff workload.

This policy has been written in conjunction with research into the effectiveness of feedback in the following forms:

- Research into best practice from other primary schools;
- Education Endowment Foundation's (EEF) teaching and learning toolkit;
- 'Eliminating unnecessary workload around marking' Report of the Independent Teacher Workload Review Group (2016);
- National Education Union's (NEU) advisory marking checklist
- OFSTED Grade Descriptors for Quality of Education

As a school, we aim to:

- provide a consistent stream of effective feedback in a variety of ways to support children in their work;
- empower children to take responsibility for frequently improving their work;
- provide celebration and positivity as recognition of children's progress as well as stimulating, thought-provoking ideas for development;
- harness a culture of discussion around continuous improvement and model to children the effectiveness of challenging yourself.

Staff will:

- ensure feedback is given regularly to children (verbally and written);
- celebrate positive work and provide stimulating questions/challenges/next steps/ideas for improvement when necessary;
- allow time for the child to respond to teachers' feedback.

Self-reflection

Self-reflection is an invaluable skill which helps to prepare the children for the next steps of their educational journey. Teachers frequently model to the children how to be self-reflective in lessons and as they progress through the school, they are encouraged to reflect on the strengths and areas for development of their work. These are reinforced by adults to add another dimension to feedback. Self-reflection can be both verbal and written and will vary depending on year group, content of the task and will be decided by professional judgement by the teacher. Some teachers may feel it is appropriate for children in particular year groups may mark their own closed-procedure questions. Any editing or marking of work completed by the children is to be completed in purple pen.

Peer Feedback

Peer-feedback involves children grouping together and evaluating work completed. Similar to self-reflection, the feedback process is modelled by adults in the class frequently which helps to teach the children to celebrate positives as well as identify areas for development.

Staff Workload

Whilst we recognise that consistency is important, feedback across subjects and year groups may differ, as appropriate, to maximise the effectiveness in furthering children's learning. Therefore, teachers are trusted to choose the most effective method of feedback for pupils, a specific piece of work or in a specific scenario. Successful and widespread research studies clearly state that feedback must be 'manageable, meaningful and motivating', therefore the school's responsibility is to find a balance between the progress of the child being at the forefront of feedback, as well as protecting staff workload, time and well-being by ensuring that all feedback is necessary and purposeful. Time saved by writing unnecessary and unspecific comments, which could be more purposeful if provided verbally, such as 'well done' or 'great work', means that staff have greater time to plan exciting lessons, drive subjects they are responsible for across the school or anything else that could potentially benefit the children of Saint John's.

Key Stage	Verbal	Recorded and Written
EYFS	Positive praise and instructions on areas to develop given.	<ul style="list-style-type: none"> Stamps/comments to record recognition or summary of discussions when appropriate e.g. VF
Key Stage One	Positive praise and instructions on areas to develop given. Building to discussion where appropriate as to how the child can improve work.	<ul style="list-style-type: none"> Stamps/comments to record recognition or summary of discussions when appropriate e.g. VF Building to next steps and challenges written on pieces of work when appropriate, which are beginning to be responded to by the children.
Lower Key Stage Two	Positive praise and discussion between teacher and pupils centres around how to improve, helping to build self-reflection.	<ul style="list-style-type: none"> Stamps/comments to record recognition or summary of discussions when appropriate e.g. VF Next steps and challenges provided which are responded to by children in purple pen when appropriate.
Upper Key Stage Two	Positive praise and discussion between teacher and pupils centres around how to improve, encouraging self-reflection. Child-centred and child-led approach to improvement so next steps / challenges / ideas for improvement can be discussed verbally. Children are encouraged to think of improvements for themselves, but guided by an adult.	<ul style="list-style-type: none"> Stamps/comments to record recognition or summary of discussions when appropriate e.g. VF If necessary, next steps, challenges, ideas for improvements are supportive, not critical. To be provided as questions when appropriate and children respond in purple pen to encourage back and forth dialogue (e.g. have you considered?)

Staff Feedback

As part of regular, effective practice, teachers and teaching assistants will work together to provide regular verbal feedback to pupils. As for written feedback, whilst it is teachers who will be responsible for feedback, it may be appropriate for teaching assistants to provide written feedback during and after lessons.

What does written feedback look like?

When considering the effectiveness of written feedback, it is important to recognise that this may look different depending on the type of work as well as in different year groups. Written feedback to activities or work that contains closed questions may look different to activities or work with open, subjective answers or writing. The use of two-coloured pens to differentiate between positives and areas for development helps to add clarity for the children as it is a visual representation.

- **Open-procedure tasks and questions e.g. creative writing, inference or summarising questions in comprehension, science conclusions**

What we may find in the children's work	How we will provide feedback
Evidence of accurately and adventurously used words, phrases, short sentences, punctuation and grammar	Green highlighter underneath the writing
Evidence of longer sentences, groups of sentences or paragraphs that have been well-written according to the success criteria	Brackets or boxing up in green highlighter – comment in green pen if necessary
Missing punctuation, capital letters or words	Pink highlighter in the place of the omission
Incorrect use of a word or a word misspelt	Pink highlighter underneath the writing
Sentences not grammatically correct or sentences that do not make sense	Brackets or boxing up in pink highlighter with supplementary comments in pink pen

The Snowman

VF - use of commas. Excellent use of an expanded noun phrase.

This morning at 7:00am I woke up in my cosy and warm bed. I was so tired I couldn't move a muscle. But something caught my eye. It was SNOWING!! So I jumped out of bed and I couldn't see the grass because it was covered in snow. So I quickly changed into my red jumper and jeans then I ran downstairs, mommy told me to put on my socks, boots and my matching red hat that's the same as my jumper on. Then I went outside and there was snow everywhere. It was so white and there was no foot print in site. I then found a path then I went down it and.....

something x3

In the middle of a busy, bustling city there was a school called Saint John's, and a boy called Jackson went to school there. (he was in year 4). Jackson could hear cars passing by, birds were chirping outside and he could smell his delicious lunch in the hall. Beyond the school gate Mt Vishnu was booming in the distance. Jackson wondered could anything be more beautiful?

Mount Vishnu

1. First, place the shredded paper into the container and pour 6 litres of water into the container. Leave it to soak for at least 12 hrs (however, if you leave it for longer then it will be easier to turn it into pulp).
2. Secondly, place the soaking paper into the electric blender. However, remember that after using it to blend the paper you may no longer use it for blending food. You might want to use a potato masher, pestle and mortar or an electric mixer.

Excellent use of commas.

Would you like to stop des-orestation by recycling paper? Have you ever wondered what would happen if we did not recycle paper? Well, now is your time to act to save the world. If you want to save our natural environment then read these step-by-step instructions. I love this opening paragraph!

Equipment:


1. $1\frac{1}{2}$ kg of shredded paper
 2. A small sponge (you can also use a cleaning cloth)
 3. 3 medium-sized tubs
- Great use of parenthesis.

Closed-procedure tasks and questions e.g. retrieval questions in comprehension, maths fluency (correct or incorrect)

- Tick in green pen for correct or acceptable answers
- Cross in pink pen for mistakes or incorrect answers
- Green (positives) and pink (areas for development) comments to support ticks and crosses may be appropriate but not necessary.
- Teachers may use the letter 'C' to signal a correction is needed or has been made.
- Teachers are discouraged from double/triple marking and writing comments which take time to write, are unspecific to the task and could be given verbally e.g. well done, super, great work. Teachers judge when commentary is required, which is overseen by subject leaders and SLT.

Practise it!

a) Fit 8 linking cubes together to make a larger cube.



b) Is it possible to fit 9 linking cubes together to make a larger cube? No ✓
Explain your answer.

~~X Because they will not make a perfect cube~~ (C) Next step: more reasoning

b) How many points do they have altogether?

55,840	75,305
+ 19,415	
75,305	92,365

Deepen it!

Mr Hall has written these additions on the board.

$324,846 + 12,475$	$17,654 + 2,935$
Dexter's workings	Eva's workings
$\begin{array}{r} 324846 \\ + 12475 \\ \hline 336211 \\ 111 \end{array}$	$\begin{array}{r} 17654 \\ + 2935 \\ \hline 47004 \\ 111 \end{array}$

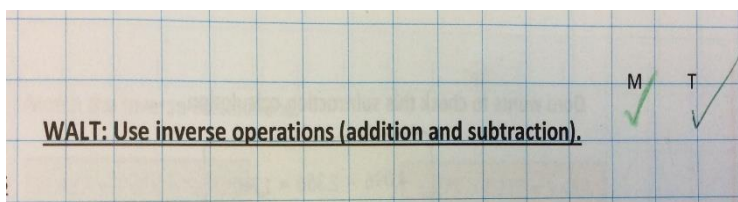
Explain the mistakes that Dexter and Eva have made.

Dexter's mistake is that he didn't add one after $4+7$. ✓

Eva's mistake is that she forgot to write a one under the line. X

Eva's mistake is that she didn't place the numbers correctly.

In both closed procedure and open procedure tasks, the lesson objective (*We Are Learning To* or *WALT*) will be clearly displayed at the top of each worksheet given to the children and teachers will highlight this WALT if the learning has been fully understood. There may also be 'Me' and 'Teacher' assessment boxes which are ticked.



Spelling

Children are continuously learning new vocabulary and teachers work hard to expose children to high-level and adventurous vocabulary linked to the topic, concept or genre of text. Trial and improvement will always be present in children's work as they learn to spell new words; therefore, it is important teachers are highlighting mis-spelt words. Teachers will give the children opportunity to 'have another go' when a word has been mis-spelt and discuss strategies for how to obtain the correct spelling, however this will be completed at the teachers' discretion based on the child's prior learning and the teachers' understanding of the child. Teachers will ensure that words that the children should be able to spell for their age group (e.g. common exception words, high frequency words, topic-based words) are highlighted. If the teacher feels it may be beneficial, children may be asked to copy the word three times to reinforce the correct spelling.

Non-negotiables

At Saint John's, we have a list of non-negotiables that the children follow to ensure their work is accurate and presented in the best way. These are called our 'high-fives':

- 1) Handwriting
- 2) Spelling when copying
- 3) Capital letters
- 4) Full stops
- 5) Does it make sense?

As the children advance through the year groups, teachers may expect that these 5 expectations are followed by the children before they receive written feedback from an adult.

Children's Responses

In order to make written feedback as effective as possible, it is the teachers' responsibility to ensure time is built into the day when children can respond to written feedback undertaken by the staff e.g. 5 minutes at the beginning of the lesson.

Supply Staff & PPA Cover

All adults present in the class are responsible for ensuring the children receive regular feedback (both verbal and written) and this expectation extends to any teaching who is stepping in to cover the class temporarily or routinely.