

Bilton Church of England Junior School

Policy for: Feedback

Formed by: A. Thompson

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Ratified by the Governing Body on:



Strategic Vision:

As the Governing Board of Bilton C of E Junior School, we believe we are all God's children.

Our Strategic Aims are:

To inspire all, through learning experiences which enrich, excite and engage.

To be happy confident, caring and resilient learners, ready to embrace challenge.

To make consistently strong progress across the curriculum and achieve our very best.

Our Mission Statement:

I have the freedom and choice to be ambitious for my future.

Table of review and modifications

Date reviewed	Page number of changes	Summary of changes made



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Aims

- ◇ To provide consistency and continuity in marking and feedback throughout the school
- ◇ To raise attainment and develop self-esteem by acknowledging pupil's efforts, giving praise and constructive feedback
- ◇ To provide pupils with a clear indication of next steps to improve their work
- ◇ To use marking as a means of formative ongoing assessment, ensuring children are effectively challenged and progress is evident.

Principles and Purpose

Marking and feedback should:

- ◇ improve pupil achievement
- ◇ Be manageable for teachers and accessible to pupils
- ◇ Give recognition and praise for achievement
- ◇ Allow specific time for pupils to read, reflect and respond to comments
- ◇ Be personalised to individual learning needs and inform future planning and group tasks
- ◇ Be consistent to ensure impact and deepen learning
- ◇ Enable pupils to become more self-reflective learners

Expectations for teachers

- ◇ To be effective the feedback of children's work must be both regular and frequent. To have impact feedback should be as close to the point of teaching as possible. This may be during a lesson or at the end of a task.
- ◇ Feedback takes many forms, and verbal feedback in lessons is the most effective way to redirect a pupil, adapt teaching points or set follow up tasks.
- ◇ Peer Assessment / Self-Assessment: Children should be involved as far as possible in the analysis and constructive criticism of their own work. We should encourage children to use self-evaluation, so that reflection, pride in success, modification and improvement become a natural part of the process of learning.
- ◇ Marking in books is only one of many forms of feedback.
- ◇ Feedback provides pupils with the opportunity to reflect learn from and respond to marking. A few moments considering marked work will help pupils to recognise the value of the comments and learn from errors and praise. This time should be built into the daily lessons. The teacher may choose to specifically work with an individual or a group who have misconceptions about the previous day's work or discuss a general misconception with the whole class. They may also choose to share good practice with groups or the whole class.
- ◇ There is an expectation that all staff including supply teachers follow the feedback policy.
- ◇ Use feedback to identify groups of children who will need to work with the class teacher / LSA, the same or next day to consolidate understanding before a subsequent lesson.
- ◇ The pupils should be aware of the Learning Intention and any success criteria for the lesson. The learning intention should be written as the title, and may include a context where applicable.



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- ◇ Mark in green pen in legible cursive script. When making comments, use precise, child friendly comments that are easy to understand. Be direct when asking a child to complete a follow up task, phrasing it as an instruction rather than a question e.g. 'Complete this sentence' instead of 'Can you complete this sentence?'
- ◇ Use comments and questions that require a response or a sharply focused improvement and expect to see this improvement in future work.
- ◇ Stamps, stickers, ticks, comments and leaf points may be used to provide encouragement and acknowledgement of pupil effort or achievement.
- ◇ Ensure pupils respond to marking comments and have teachers have high expectations of responses (pupils are not to write yes or ok in response to comments)
- ◇ Marking code sheets should be on display in every classroom and teachers are to use these codes in the margin when marking.
- ◇ In longer pieces of independent writing in English only, the teacher will select and highlight in pink areas of success and highlight in green areas which require improvement. Parts of the text will not be highlighted at all. There should be at least as much pink as green and teacher's use their own professional knowledge as to which spelling and grammatical errors should be corrected by individual pupils. Not all spelling or grammatical errors will necessarily require correction. This is followed by a tick and a positive comment and a signpost improvement comment making reference to success criteria or ARE.
- ◇ When a draft has been marked extensively by the teacher, a final draft will be acknowledged with a tick and short positive comment.
- ◇ A maximum of three spelling and three grammatical errors will be identified in the margin and with the word underlined in Years 3,4 and 5 for children to correct in any piece of work in any curriculum area. Year 6 will identify the paragraph where the spelling error has been made.
- ◇ Under each piece of work each spelling correction (maximum three per piece) will be written by the teacher (in Years 3,4 and 5) and the child will copy it correctly three times in black pen.
- ◇ In mathematics, since a mastery curriculum is followed, there is no need to use signposts or next step comments routinely as the sequence of lessons planned (including keep up sessions) will ensure the learning is in small well planned steps and all pupils are expected to achieve these steps. Pupils should be encouraged to self-mark in mathematics where appropriate. When marked by a teacher, simple mistakes should be indicated with a dot/cross and correct answers with a tick. Pupils are expected to go back and correct own mistakes or have a follow up session with an adult which is indicated in a book with a date and Supported Work stamp.
- ◇ If too many pupils (more than about 8) have not understood the concept, re-plan the next maths lesson to take account of this.
- ◇ Unless it has been self-marked by a pupil, all other work in books is acknowledged by the teacher using the following range of feedback strategies : L.I Achieved stamp, Verbal Feedback stamp, Please Discuss stamp, Supported Work stamp, brief positive comment, ticks, leaf points, sign post stamp and improvement comment. Pupils may also self or peer mark work. There should be a range of strategies used in each subject. Feedback in Art and Computing will be verbal.



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Expectations for Pupils

- ◇ Read and respond to any marking comments each day.
- ◇ Children should mark their own work if appropriate with a tick or cross in black pen. They should correct errors and/or improve their work using black pen. They may be asked to reflect on the success criteria using a marking ladder or review slip.
- ◇ Peer marking: Children may be invited to comment on another child's work and make comments that are to be neatly written using black pen and sign their name.
- ◇ Take pride and care in the presentation of their books reflecting the high standard that is expected.
- ◇ Take time to correct and finish off work where appropriate.
- ◇ Cross out mistakes using a pencil and ruler.
- ◇ Use quality-writing equipment appropriate to the year group, consistently using either pen or pencil.
- ◇ Use pencil for drawing or diagrams.
- ◇ Record the LI and date at the beginning of each new piece of work. Underline dates and titles using a ruler and do not leave unnecessary gaps.



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Appendix 1

In the margin (use in written work to identify areas for the pupil to improve)

Sp – When a spelling error has been made and the pupil should be able to spell the word, it should be underlined and an Sp should be written in the margin.

A 'C' should be written in the margin for omitted capital letters.

P – punctuation error.

NOTE: For punctuation and capital letter errors, unless the child struggles specifically, year 5 and 6 teachers should mark the line where the error is instead of the place.

G – A grammatical error, eg. The use of the wrong 'there'.

V – A vocabulary error. It could be that the word has been used in the wrong context, is not a proper word or they could choose a better word e.g. big.

// - To indicate a new paragraph

| - To indicate a new sentence is needed

^ - inserting an omitted word or letter.

Stamps



To be used after the tick to indicate an improvement for the child. These comments should be used to develop the child's understanding of the task and should be directly related to the success criteria. Teachers should use instructional language as opposed to questions eg. 'Complete here' instead of 'Can you please complete this?'



To indicate that a child has had support from an adult to produce the learning evidenced. i.e. in an intervention or keep up group.



To indicate that the teacher wishes to discuss the child's work with them. On speaking to the child, teachers should initial the stamp.



To indicate that a teacher has discussed the child's work with them.



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APPENDIX 2 – Classroom Poster to be Displayed in Each Room

HOW DOES THE TEACHER MARK MY WORK?

√	At the bottom of your work, your teacher will choose one or two things that they have really liked about your work
Pink highlighter	This part of your writing was very effective.
Green highlighter	This part of your work is either incorrect or does not make sense and requires improvement.
Often when you see part of your work highlighted in green, there will be a letter in the margin. They have different meanings:	
Sp	You have made a spelling mistake. The word that needs correcting is underlined
C	You have missed a capital letter.
P	You have made an error with punctuation. Check carefully for . , " " ! ? : ;
G	You have made a grammatical mistake. Read through your work carefully to ensure it makes sense.
V	You need to improve this piece of vocabulary. Either it is not a proper word or you could choose a better one.
//	Start a new paragraph.
	Start a new line.



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You will often find stamps when a teacher marks your work.	
LI achieved	Well done - you have shown good understanding of the task
	Please complete this task to deepen your understanding.
 Supported work	You have had some help with this piece of learning.
	Please see your teacher to discuss your work.
	Your teacher has spoken to you about your work.
If you receive any other stamps or smiley faces, well done - you have produced a super piece of work 😊	