Shine as Lights in the World

St. Michael's Woolmer Green C of E Primary School

Marking, Feedback and Presentation Guidance

Date of review: *September 2022(additional appendix)*
Date of next review   *September 2023*
Classification: *Public*

At St. Michael's Woolmer Green School, we have a positive approach to feedback so that children are encouraged and motivated in their learning. We believe that feedback should be constructive, focusing on ensuring pupils understand what was successful and why as well how to improve further, enabling every child to become a reflective learner. Feedback is an essential part of the teaching learning cycle of planning and assessment and should, wherever possible be a two-way process whereby pupils are feeding back to their teacher as well as adults giving them feedback. **Shine as Lights in the World** is our school vision and having a positive approach to feedback is encompassed within this.

Aims

The intention is for formative assessment to occur in everyday lessons. The way adults give feedback is central to the process. This feedback should always be meaningful to the child and manageable for the adult, taking into account the work-life balance of our staff.

Objectives

- To ensure that learning is planned for, and that planning is adapted according to the needs of and feedback from the child/class.

- To provide a positive learning ethos and environment in which children can enjoy learning and reflect, improve and grow in confidence.

- To provide effective verbal and written feedback to children.

- To develop peer and self-assessment.

Sharing Learning Objectives with the children

- Learning objectives must be shared in child friendly language e.g. LO: to understand narrative order and identify and map out the main stages of a story?' becomes 'LO: to order main events in stories'

- The learning objectives will relate directly to the learning (or skill) and not to the task (or context) e.g. 'LO: Can I blend colours?' rather than 'LO: Can I paint a rainbow?'

- Children should refer back to the success criteria regularly in lessons

- Where relevant, teachers can focus comments or feedback on 'My Personal Best' targets or our school values. e.g. You have shown great resilience in your learning today. These may be a focus of a lesson or a series of lessons.

Effective feedback can:

- Provide clear feedback to children about strengths and areas to develop their work.

- Recognise, encourage and reward children's efforts and progress.

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- Focus teachers on those areas of learning where groups and individual children need specialist help.

- Provide a record of children's progress.

- Provide clear next steps.

- Help parents understand strengths and areas for improvements in their children's work.

Reasons for feedback

- Recognition of work achieved.

- Enabling children to be involved in assessment.

- Informing the child of their next steps to progress.

- Assessment and target setting.

- Future planning.

- Accountability.

- Allowing parents, staff and outside agencies to be involved.

- Demonstrating the amount and nature of support a pupil has had to achieve an objective.

Guidelines

- Every piece of work should be acknowledged.

- Adults should use the symbols in the attached Feedback Code (Appendix 1).

- Adults should use green and pink pen for writing in pupils' books.

- Feedback should reflect the learning objective of the lesson.

- Feedback should be positive and find something to celebrate to encourage pupils and promote high self-esteem.

- Feedback should be comprehensible to children, parents and outside agencies.

- Feedback should be on the spot with the child present whenever possible and should be accessible to all children.

- PPA and cover teachers should give feedback following this policy.

- When giving feedback on a subject such as science or history, the scientific or historical content should be the primary focus of the feedback.

- Children should be encouraged to proofread and improve their work.

- When appropriate, children should be encouraged to mark their own work. This is particularly effective as it gives instant feedback of learning, encourages responsibility,

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honesty, independence and aids motivation. This includes marking against success criteria in English.

- Children should be encouraged to reflect on their work – successes and next steps.

- Collaborative sharing of work with a learning partner should be encouraged to help learners to reflect on their work - finding positive elements and an area for improvement.

- Feedback in Early Years is very often oral. Written feedback takes the form of annotation. This is used to inform planning and assessment, and next steps for the child as well as explaining learning to parents and external agencies.

Feedback At St. Michael's Woolmer Green School

We acknowledge that the most powerful feedback is given verbally during the lesson. We encourage on the spot feedback whenever possible to benefit our pupils and reduce workload for our staff. Written feedback is sometimes used to suggest next steps or some useful "closing the gap" next step examples, where a teacher feels this is useful.

Shared feedback

The Class Teacher may use a piece of work from a child (with their permission) to mark as a class. This strategy will be used to model the feedback process and teach particular points at the same time. It also helps pupils to be able to reflect on their own work.

Use of learning partners

A collaborative review of a piece of work can be a powerful tool to help learners reflect on their own work. Reading sections aloud and explaining their thinking to a learning partner helps pupils to identify parts of their work they are particularly proud or as well as anything they could further improve. The comments and questions from their learning partner helps in this process. To be successful, the skill of collaborative feedback needs to be taught.

Secretarial features

Correct spelling, punctuation, etc., should not be asked for in every piece of writing, because children cannot effectively focus on too many things in one space of time.

When work is finished, children should be asked to check for things they know are wrong in their work when they read it through. They should not be told to correct all spellings. High Frequency Words and topic-related words (e.g. friction, invaders), which the children are exposed to regularly should be corrected by both the teacher and child.

This will obviously depend on the age of the child, their ability and the topics being studied.

Celebrating success

We recognise that giving praise and celebrating success will raise children's self-esteem and motivate them to work well.

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Adults use the following rewards:

- Positive symbols in Feedback Code.

- Stickers – these can be in books or given to the child to wear. These include 'ask me' stickers, encouraging the children to talk to peers, staff and parents about their work.

- A marble for the class jar.

- Visit to the Headteacher or Subject Lead.

- Sharing work in Celebration Assembly.

Marking Symbols

See Appendix 1

The marking symbols used by the Teachers and Teaching Assistants should be explained to all children. They should be made available for parents at parents' evenings and displayed in classrooms.

Presentation and Editing

English and other written subjects (e.g. History)

- Children to write the long date and leave a line before writing the L.O. This should be underlined in pencil, with a ruler

- Leave a line for a new paragraph

- Editing: children should edit their work in purple pen

Maths

- Children should draw a margin that is 2 squares in width

- The short date should be written on the left and the L.O. written underneath

- Children should write one digit per square

- Children should mark their work in purple pen and complete corrections in pencil

- Any incorrect answers should be identified with a dot

Appendix 1

St. Michael's Woolmer Green Marking and Feedback Code

At St. Michaels, we believe that feedback should be informative and constructive. It is a shared process between a pupil and his or her teacher, helping them both to understand what the pupil has done well and how he or she can make their work even better or move their learning forward. Research has demonstrated that feedback is more effective when it is immediate. Whenever possible, we incorporate feedback into the lesson itself, for example by giving verbal feedback to an individual while he or she is working; through a mid-lesson learning stop in which one or more pupils' work is shared; or by having an opportunity to work with a learning partner to improve his or her work. The following codes indicate the type of feedback that has been used.

- At the end of each lesson, the L.O. should be highlighted in one of the following colours:

Orange	to show if a child has not fully met the L.O. or has needed support to complete the work
Green	to show if a child has achieved the L.O.
Pink	The pupil should be really proud of this work – it exceeds expectations and/ or they have impressed you in the lesson. This can be accompanied by a comment.

- When commenting on pupil's work, pink pen should be used for positive feedback and green pen should be used to identify next steps

Guide for Marking

VF – Verbal feedback has been given to the child during the lesson

S – Support has been given during the lesson

GP – Guided Practice. This can be used when you have worked on something as a whole class

P – this should be used in the margin to indicate missing punctuation within the line. This can be circled in KS1.

SP – this should be written in the margin to indicate a spelling mistake on the line. The incorrect spelling can be underlined. In KS1, these words can be spelt for the child. In KS2, children should identify the incorrect spelling and correct.

// - this indicates where a new paragraph should begin

^ - this indicates that there is a word or phrase missing

Rewards

- Stickers can be given to children to celebrate a piece of work
- 'Ask Me' stickers can be given to the children to encourage them to discuss their work with peers and other adults.
- Marbles can be given towards the class reward

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