Marking, Feedback, Response and Reflection Policy

"Everyone who works with children should do what is in the best interests of the child."

Article 3 United Nations Rights of the Child

Aims
- To provide a framework to ensure consistency across the school.
- To provide appropriate feedback to pupils to give encouragement, improve confidence and recognise achievement.
- To assess children's performance against stated learning objectives.
- To help children make progress in their learning.
- To provide information to aid planning and identify pupils' needs/gaps/next steps.
- To encourage pupils to take responsibility for their own learning through reflection and response time.
- To make marking meaningful, manageable and motivating.
- To encourage an awareness of metacognition.

Introduction to Feedback (written and oral)

Effective feedback is an essential part of the education process. At its heart, it is an interaction between teacher and pupil or pupil and pupil; a way of acknowledging pupils work, checking the outcomes and making decisions about what teachers and pupils need to do next.

Feedback is away of moving children froward in their learning. They need to be aware of their next steps in their learning to improve their work. This can come from targets in written or oral feedback from their teachers, self or peers or specific targets being set in subjects. At St Martin's, we use the language 'to improve…'. Teachers explain what improve means (to make it even better) and will always celebrate successes in conjunction with helping children to improve.

EEF (Effective Feedback in the Classroom) research suggestions three types of feedback that is more likely to move learning forward:
- Task – Feedback focused on improving specific piece of work or specific type of task. It can comment on whether the answer is correct or incorrect and will offer specific advice on how to improve.
- Subject – Feedback targets the underlying process in a task, which are used across a subject. The feedback can, therefore, be applied in subject tasks.
- Self-regulation strategies – Feedback is focused on the learners own self-regulation. It is usually provided as prompts and cues – and aims to improve the learner's own ability to plan, develop and evaluate their learning.

The main principles are:
1. Lay the foundations for effective feedback
2. Deliver appropriate timed feedback that focuses on moving learning forward
3. Plan for how pupils will receive and use feedback

Feedback should be delivered in a way which is appropriately timed that focuses on moving learning forward. This can often be achieved without extensive written dialogue or comments. Teachers should plan for how pupils will receive and use feedback, both written and verbal.

Feedback must make a difference to pupils learning – if the pupil is not going to do anything with the feedback, there is little point the teacher spending their time on it. It is also essential that feedback expectations on teachers must be manageable and in line with the 'Marking and Planning guidance for Jersey teachers 2018'.

Marking expectations summary:

- All lessons (or series of lessons) must have a clear learning objective upon which the main feedback will be based on. Breaking this down into a set of success criteria (steps to success) leading to this learning objective will also be helpful when giving feedback.
- During a lesson teacher's will 'walk the room' live marking and offering immediate feedback.
- All teacher marking will be done in blue pen.
- Every piece of work must be acknowledged with a teacher's initial. This might also include: use of the marking codes, ticking work, giving a numerical mark, quick verbal feedback in lessons or highlighting learning checklists.
- Marking codes are used to highlight strengths and mistakes. The children should be familiar with what these codes mean.
- The majority of Maths and English lessons will be recorded on marking and feedback record sheets.
- The majority of Maths and English lessons will begin with 'Review, Response and Reflection time' from the whole class feedback. This will include 'green pen' time.
- Children's self/peer assessment, editing and responses to feedback is written in green pen.
- Subject specific expectations are detailed in a table below.

Live marking
Live marking means giving feedback and marking in-class while students are working. This is the best way to ensure that individuals get the specific feedback they may need on their own work to progress.

During the lessons, teachers and/or TAs (if applicable and appropriate) should 'walk the room' and be actively assessing any misconceptions and identifying the trends across the class. In this way, teachers can be marking or gathering data/making notes for whole-class feedback sheets during the lesson (in turn further reducing workload after the lesson). Teachers should avoid children lining up for marking as this is unproductive learning time.

Responsive teaching and questioning
It is important that whole-class feedback approaches do not replace high-quality, rich discussions that should happen around misconceptions as and when they arise during lessons. We must ensure that we continue to address misconceptions using our normal teaching pedagogies, including stopping and addressing/re-teaching misconceptions as they happen and questioning.

By questioning responsively and adapting to the needs of the students during lessons, we are able to help them overcome misconceptions before the formal whole-class feedback phase.

In more detail:

Whole class marking and feedback records –

- As a school we are moving towards using a whole class record when marking Maths and English. This replaces the need to make extensive written comments and next steps in individual books. However, it does not replace the need to 'mark' the books and a class teacher should be responsible for assessing the learning during and at the end of each lesson.
- Each teacher will be use a marking and feedback record on which they will make notes on:
  - The learning objective
  - Strengths and positives
  - Any misconceptions/errors to address at the start of the next lesson
  - Note the names of any emerging and developing child and anyone who needed support;
  - Pick out at least one WAGOLL;
  - Presentation, spelling and incomplete work.
  - Next steps for the learning – a plan for what you are going to do.
  - It is not necessary to name children who were secure – as it will be assumed they are if they have not been named.
- It is expected that these are used at least 3 times a week.
- These sheets need to be retained in the feedback file and kept in an organised filing system by the class teacher and passed up to the next class teacher at the end of the year. They will be kept for a year.
- These sheets will be looked at/monitored alongside work scrutinies and moderation.
- Whole class feedback must be shared at the next appropriate time e.g. start of next lesson. The majority of Maths and English lessons will therefore begin with a 'Review, Response and Reflection time' from the whole class feedback, where misconceptions will be addressed (individual or collectively), WAGOLLs shared or additional uplevelling by the children carried out (in green pen).
- Please see appendix for an example guide of how it could be done.

In Maths and English books –
- All work will be acknowledged with an initial or marking code – this is appropriate to do during lessons if it can be.
- No comments or next steps are necessary.
- There will be some self-reflection.
- There will be some green pen evidence of reflections and responses to whole class feedback for the majority of lessons.
- In the early stages – teachers might need to persevere and be insistent that everyone does the green pen task and monitor how well it is done to ensure it is effective.
- Our marking will assume that children have worked independently unless otherwise commented on with H or M (high level of support, medium level of support).

Teacher judgements –
- For the majority of learning objectives teachers will make the following snap-shot judgement on a child's learning in that particular lesson.
- This will then be used alongside other evidence to build up a picture over time of how secure a child is overall.
- These judgements will be recorded on marking and feedback records for English and Maths and for other subjects.
- This will then help inform the reading, writing and maths trackers.

	E	D	S	S+
	Emerging	Developing	Secure	Greater depth

Independence	Lots of help	Some help	Mostly independent	Unaided
Accuracy	Many errors	Some errors	Mostly accurate	All accurate with added explanations/ detail
Completion of task	Not too much evidence	Roughly half completed	Most completed	All completed with evidence of extension

Positive feedback –
- We believe positive feedback is very important and verbal praise and encouragement should occur frequently during lessons.
- If a marking and feedback record has been used then at least 1 WAGOLL ('what a good one looks like') will have been identified and shared. This might include examples of good progress and should include a range of individuals over the year.
- Positive feedback in books will be shown through:
  - Ticks – to show children where they have shown evidence of what they are learning, the success criteria and/or their target;
  - Double ticks – an excellent example of something;
  - Stickers/stamps/smiley faces.
- During R,R & R time, children will sometimes be asked to reflect on what they have done well and identify why they have been given ticks/double ticks.

Codes (please see end of document) –
- There are marking codes that teachers will use, in appropriate pieces of work, to identify mistakes and areas to improve.
- Teachers will pick out an appropriate number of key errors (spelling, punctuation and grammar) relevant for an individual.
- There are different codes for maths.
- During R,R & R time, the children might be asked to correct some of these mistakes.

Self-reflection –

- Children will reflect regularly on their learning by rating their confidence levels pre-learning and/or post-learning.
- This will be done against the learning checklist (success criteria) in the lesson and their individual targets if necessary.
- This can be used to show progress by reflecting at the start of a topic/objective and at the end.
- A star system is used:
  - 1 star – I found this challenging and am not very confident in this.
  - 2 stars – I am fairly confident and understood some of the learning.
  - 3 stars – I am confident and understood the learning intention.
  - 4 stars – I am fully confident and could coach someone else to do it.
- This will be done in green pen.
- Peer Assessment – if appropriate the children might also be able to peer assess each other's work. However it is important for this to be well-structured and the children do need appropriate training.

In other books (if not using whole class feedback sheets) –
- Brief teacher feedback comments will be used when appropriate and they will be based on the learning intention, success criteria or a target. The purpose of which is to move the children forward in their learning.

- Comments should be worded in a way that the children can interact/respond to it in R,R & R time. This will be in the form of a question or prompt to add, improve, redo or extend an aspect of their work.
- If work has been marked in this way, time **MUST** be given in the next lesson for the child to respond.
- Verbal feedback can be used as an alternative to written comments, particularly for children who find the written word tricky to understand.
- Comments about presentation might be included where necessary.

Review, Response and Reflection time –
- Teachers will have R,R & R sessions most days for English and Maths based on the whole class feedback record.
- Teachers will have R,R & R sessions for other subjects when it is appropriate ie. Whole class feedback sheet has been used.
- Responses will be done in green pen.
- Children will be regularly given the opportunity to reflect and/or respond to feedback from the whole class sheet at the start of the next lesson (or the end if appropriate).
- This can challenge or additional for those children who might need it.
- Reflection skills will be taught and will get progressively more advanced as the child moves up through the school.

Foundation Stage –
- The FS use Tapestry to create a learning journey based on observations and other assessments made.
- Most of the feedback children receive is verbal and immediate.

Supply teachers or cover:
- When a class is taught by a supply teacher they will be required, as a minimum expectation, to use acknowledgement marking.
- The expectation for regular PPA cover would be more in one with the feedback and marking policy.

Other relevant policies:
Teaching and Learning Policy
Summative Assessment Policy.

CG September 2023

Appendix

Marking codes	
If I See.....	**It Means.....**
F	Whole class feedback has been given
VF	Verbal feedback given
WT	With teacher (direct teaching)
H	I had lots of support with this piece of work by an adult
M	I had some support with this piece of work by an adult
P	Partner work
√	I have shown evidence relating to what I am learning /the learning checklist/my target.
√√	An excellent example of something.
. (dot)	I have made a mistake.
Part of a <u>word</u> underlined	I have spelt a word incorrectly.
Sp	I have made a spelling mistake.
O (a circle)	I have made a punctuation mistake or something is missing.
∧	Missing word
------------------ (line)	I need to edit this.
?	Something does not make sense.
*	I'm just getting started
**	I am fairly confident in this area of my learning
***	I fully understand this and could apply it confidently

Summary of subject specific expectations:					
	English	**Maths**	**Science**	**Hist, Geo, RE, Computing**	**PSHE**
Initials/codes	All	All	All	All	All
Judgements	Feedback record	Feedback record	On sticky	On sticky	On sticky if appro.
Codes used	Most	Most	Some (extended or written)	If appro. (extended or written)	NA
Comment	Feedback record	Feedback record	Some	If appro.	If appro.
Self-reflection	Most	Most	Most	Most	If appro.
R, R&R time	Daily	Daily	When appro.	When appro.	NA

Whole class feedback: a guide to how it could be done:

1. Teacher reads through students' work: Books/work is collected in and the teacher will scan and skim read through them, perhaps close reading a particular aspect that is integral to informing planning. It could be a read through of just the most recent piece of work or two or three tasks completed recently (determined by the feedback intention). The aim is to do this step before you next see the class, as the purpose of Whole Class Feedback is to inform planning.

2. Make a note of strengths: Identify any common features of strength in the work sampled, write this down. This will form the basis of the positive feedback to reinforce learning that is being done well. It will in turn provide a prompt to any in the class who are not yet doing these things! If appropriate pick out two or three exemplars from the set and use these as models during your feedback session to the class.

3. Make a note of areas for improvement: Similar to step 2, but make a note of any key and common misconceptions that have cropped up, common SPAG errors, or other issues. Keep this list impactful but manageable. Whole Class Feedback is designed to be public so don't necessary link the errors to individuals as such, but do note down any names of those whom you feel you really need to help/advise.

4. Present your feedback to the class: Give the books or work back, and present the feedback you collated to all. Commonly this is done with a single PowerPoint slide, or using a visualiser to even show your handwritten notes on screen (do not show it if it has children names on). Don't forget to point out the WAGOLLs (again you could show them with a visualiser, or insert a photo of one or two pieces into the PowerPoint), you can use them for explanation and modelling episodes in deconstructing what was so good about them, with the class involved.

5. Provide improvement time: Once you have presented your feedback give the class some time to act on it. From your list of common issues or errors, they need to check if any appear in their work and correct/address it. You might re-teach an aspect and then set a couple more examples to practice. If there were a number who had done very well you could include a stretching question or challenge. You want everyone doing something as this provides the time for you to quickly provide some additional one-to-one feedback to those names you wrote down as needing some urgent help.