Brookland Junior School

FEEDBACK & MARKING GUIDANCE

"Progress could be like a mountain, you could be half way through then you climb higher."

"Progress is improving against yourself and not anyone else."

"It really helps when your teacher tells you what you need to include in a piece of work."

Brookland children in a whole school meeting

Rationale

The sole focus of feedback and marking should be to further children's learning.

Effective feedback should be meaningful, motivating and manageable. It should:

- redirect or refocus either the teacher's or the learner's actions to achieve a goal
- be specific, accurate and clear
- encourage and support further effort
- be selective and linked to the key skills/learning objective
- provide specific guidance on how to improve or further challenge the child

Key Principles

Our policy on feedback has at its core a number of principles:

- Pupils self-assessment is integrated into daily practice across the curriculum to reflect on learning and act on their own next steps especially after deeper marking by the teacher.
- Immediate feedback delivered in lessons is often more effective enabling children to make progress within the lesson.
- Written feedback should be timely, work should be reviewed by teachers at the earliest appropriate opportunity so that it might impact on future learning.
- Written comments should be accessible to students according to age and ability.
- Feedback (assessment for learning) is provided both to teachers and pupils as part of assessment processes in the classroom, and takes many forms other than written comments.
- All adults working with pupils in the class are actively encouraged to use the marking codes in the pupil's books.
- Year groups collaborate together to identify the most effective type of feedback to ensure progress towards the key skills.

Within these principles, our aim is to make use of the good practice approaches outlined by the EEF toolkit and Dylan Wiliam and Shirley Clarke to ensure that children are provided with timely and purposeful feedback that furthers their learning as well as enabling teachers to gather feedback and assessments to adjust their teaching both within and across a series of lessons.

Feedback and marking in practice

Teachers are expected to know the individual pupils in their class and the best feedback for that child. It is vital that teachers evaluate the work that children undertake in lessons, and use information obtained from this to allow them to adjust their teaching. Feedback occurs at one of three common stages in the learning process:

1. Immediate feedback – at the point of teaching
2. Summary feedback – at the end of a lesson/task
3. Review feedback – away from the point of teaching (including written comments)

These can be seen in the following practices:

Type	What it looks like
Immediate	• Includes teacher using all pupil response systems to gather feedback from teaching, including mini-whiteboards, lolly sticks (see feedback activities pack for each subject area) • Takes place in lessons with individuals or small groups • Often given verbally to and by pupils for immediate action • May involve use of a teaching assistant to provide support or further challenge • May re-direct the focus of teaching or the task • May include highlighting/annotations according to the marking code.
Summary	• Takes place at the end of a lesson or activity within a lesson • Often involves whole groups or classes • Provides an opportunity for evaluation of learning in the lesson • May take form of self- or peer- assessment against an agreed set of criteria in the form of a green pen comment • In some cases, may guide a teacher's further use of review feedback, focusing on areas of need
Review	• Takes place away from the point of teaching • May be a response to the pupil's self- assessment • May involve written comments/annotations/questions for pupils to read / respond to • Provides teachers with opportunities for assessment of understanding • Leads to adaptation of future lessons through planning, grouping or adaptation of tasks • May lead to targets being set for pupils' future attention, or immediate action • May lead to planning pre-teach lessons to aid an individual's access to the curriculum

Marking Approaches

All work will be acknowledged in some form by class teachers. This may be through simple symbols or ticks. Feedback and marking across the curriculum will be different in each subject depending on the learning objective of the lesson

Written marking and comments should be used during a deep mark. Deep marks should be identified in the planning and relate to the key skills for that subject. These comments should allow children's achievements to be recognised and provide further meaningful guidance for future learning. Where a child has achieved the intended outcome and is well-prepared for the next stage in learning a further question or challenge relating to their next step may be asked.

Target-setting/Next steps

A significant aim of feedback should be to ensure that children are able to identify how they can improve their work or further their learning. In some cases targets are clearly set out through use of the marking code and accompanying comments.

There is no expectation that targets are updated on a fixed term but these should be reviewed regularly by both pupils and teachers and updated when they are achieved.

Using marking codes I S P WR

All adults working in the class are encouraged to use the above codes which clearly indicate where a child has received support, a prompt, used resources and then become independent. The use of the codes show the progress of the supported pupil during a lesson.

Marking Guide

Teacher/TA Marking:

(T)	Setting a target.
(✓T)	Tick when a target has been achieved.
~~ . or sp	Grammatical or spelling error/Meaning is unclear (correct spelling is written in margin). Sp – child to correct the spelling
◯	Improve a skill. *Use a thesaurus, check capital letters etc…*
I S P WR	Independent/Supported/Prompted/ With Resources.
See me	Dated when verbal feedback given to child
//	New paragraph/Start a new line
^	Insert a word/Word missing.
✓	Great vocabulary/fact.

Merit/dojo points are given for those who have worked hard to meet the LO.

(1 = success; 2 = very impressive; 3 = exceptional/extended work. A bonus merit point to be given for handwriting or other class focus).

Children's Marking (in green pen):

~~	Need to improve a phrase or sentence.
◯ ✓ _____	Great word choice/sentence
e.g. ☺ ☹ 8/10	Self review in green pen *How well did I meet the LO or use a key skill?*
//	New paragraph or start a new line.
^	Insert a missing word or an exciting word.
*	Insert new sentences or a new section.

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Appendix 1 Examples of feedback prompts requesting response

(shaded statements illustrate similarity of tasks/response requests across maths and writing.)

Writing Prompts	Maths Prompts
Read your work – can you add… (3 full stops, an adverbial which says where, a question mark, etc)	Look back at your work – can you add…(your method, a number line)
Try to find the sentence which needs to be changed /doesn't make sense and improve it.	Can you find where you went wrong?
How could you check this?	How could you check this?
Now try these… (if activity writing about prompts/pictures/adding punctuation/Grammar)	Now try these… (extension questions/Consolidation questions)
	If the answer was ….. What could the question be?
Is there another way you could write this information (highlight sentence)?	Is there another way you could do this?
Can you find a way you could write this in a shorter sentence?	Can you find a quicker way of doing this?
Finish this sentence: …..	Finish this sentence: ….. (Explaining work)
Fill in the blanks: …..	Fill in the blanks: …. 2 + 6 = 6
Highlight the sentence where you have used… (adverbials, connectives, correct punctuation, speech marks, persuasive language, etc)	Highlight where you have used (column method, grid method, a strategy to check your answer, etc)
Boom! This sentence by adding ….	
Tell me 1/2/3 reasons why I should give you a Wow! Point for this work.	Tell me 1/2/3 reasons why I should give you a Wow! Point for this work.
Tell me … that have …?	Tell me … that have …?
Tell me two sentences that have adverbials.	Tell me two numbers that have a difference of 12.
What … would you use to…? e.g. What word would you use show me what the character is feeling?	What … would you use to…? e.g. What unit would you use to measure the width of the table?
	What are the … of … ? What are the factors of 42?

Appendix 2

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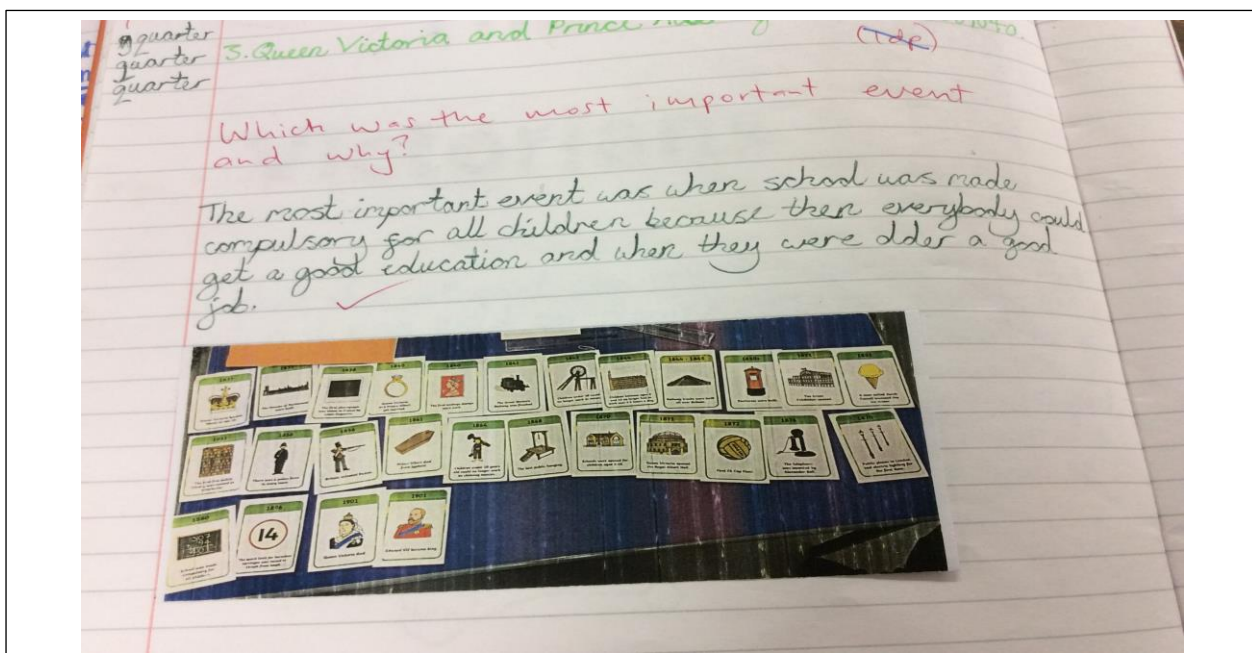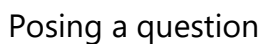
Our Agreement When Peer Marking

We decided that there were some rules we all needed to keep when peer marking.

- **Respect** our partner's work because they have done their best and so their work should be valued.
- **Be fair** to our partner. We will not talk about their work behind their backs because we wouldn't like them to do it to us.
- Ask our partner to **talk about** what they tried to achieve in their work.
- **Be Positive** tell the partner the good things we see in their work.
- Refer to the **success criteria/checklist** when commenting on the work and make 2 stars and a wish e.g. I really liked/thought…….
    - Your use of ………….was ………
    - Next time try to……………….
    - Remember to……………….
- **Listen** to our partner's advice because we are trying to help each other do better in our work.
- **Think of** an activity they could do to improve their work

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Appendix 3
Examples of successful feedback
Example of writing feedback and marking.

Pupil green pen comment and own next step.

Teacher comment, merit points and next steps

Posing a question

Maths Deep marking

29.1.19
LO: Can I find the area of rectilinear shapes?
Task 1,

1. $2 \times 9 = 18cm^2$ ✓
2. $3 \times 10 = 30cm^2$ ✓
3. $4 \times 4 = 16cm^2$ ✓
4. $12 \div 6 = 2cm$ ✓

GPC: The difference between area and perimetre is that area is the inside of of the shape and perimetre is the outside. (2dp)

Can you make a shape with an area of 18cm²?
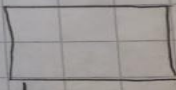
Task 2
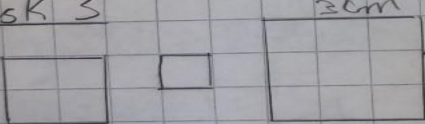
1. Length = 4cm Width = 4cm ✓
2. Length = 5cm Width = 4cm ✓
3. Length = 4cm Width = 3cm ✓ 4cm X 3cm = 12cm²
4. Length = 6cm Width = 2cm ✓ 6cm X 2cm = 12cm²

6cm
3cm 18cm² ✓

Task 3

1. [squares] 3cm [square]
False because $3 \times 3 = 9$ and 9 isn't even. ✓

2. Always because $1 \times 1 = 1$ and $3 \times 2 = 6$ so when the perimetre is bigger the area is too.

Deepening the learning from the green pen response

Maths deep marking