



Godalming Junior School

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. If you have any concerns you should contact our Designated Safeguard Leads, Adam Samson, Andrea Crook or Karen Sutton

FEEDBACK AND MARKING POLICY

This policy was reviewed: Spring 2017

This policy will be reviewed next: Spring 2019

This policy will be reviewed by: The Learning and Curriculum Committee

This policy statement is not to be read in isolation, but in conjunction with all other school policies. Particular attention should be paid to the assessment, recording and behaviour policies. Feedback is an essential part of planning, assessment, teaching and learning. Responding to pupils' work through constructive oral and written comments acknowledges achievement, promotes positive attitudes and behaviour and leads to an improvement in standards. Teachers need to follow an agreed system and consistent procedures in responding to pupils' work in order to give clear messages to pupils, parents and other teachers about individual progress.

We believe that the most effective way of feedback is through dialogue.

Aims of feedback

We offer feedback on children's work in order to:

- assist learning and move pupils' learning forward
- provide information for assessment
- encourage, motivate, support and promote positive attitudes and raise levels of self esteem
- promote higher standards
- correct errors and clear up misunderstandings and misconceptions
- recognise achievement, presentation and effort
- provide constructive feedback
- show pupils that we value their work
- allow pupils to reflect on their past performances and to set new targets together with the teacher.

Principles

At Godalming Junior School feedback should:

- Be constructive
- Raise attainment
- Celebrate and foster success
- Give clear strategies for improvement
- Be related to individual needs, attainment and ability
- Be related to specific criteria/learning objectives which the pupils' are told at the beginning of each lesson
- Follow consistent practice throughout the school
- Ensure that pupils know how well they are doing and what they need to improve to make further progress

- Allow time for the children to read, reflect and respond to marking
- Involve pupils in the process, whether written or oral, across all subjects
- Train pupils to self assess their own work and that of a peer; pupil involvement is one of the most important components of AFL.

Guidelines for Implementation

We use feedback to:

- Raise attainment
- Inform planning
- promote self assessment
- promote peer assessment

Professional Judgement

Feedback is provided for the direct benefit and improvement of the children's learning. Feedback is therefore undertaken by the teacher to inform the child of their success against the learning intention, the success criteria, the progress they are making, next steps in learning and targets they need to work towards. It is recognised that some pieces of work will not be formally marked, as feedback is only effective if the child is given opportunities to respond to the comments. Not all pieces of work can be quality marked, nor do they need to be if pupils have been provided with verbal feedback during the lesson. Furthermore if they cannot yet access the written comments then feedback should be verbal. Some suggestions for quality feedback:

- Feedback verbally as often as is possible.
- At the beginning of a lesson pupils will be given time to respond to any feedback.
- **ALL** pieces of work will be acknowledged with a tick if quality feedback is not given.
- For English based activities feedback must be in 3-4 parts. '2-3 stars and a wish' identifying 2-3 strengths of the piece of work and 1 wish (developmental point).
- The areas of strength and the developmental point will be directly taken from year specific expectations if appropriate e.g. English
- The 'wish' could also take the form of a question that the child responds to next time or addresses in the next piece of work.
- For mathematical or scientific work this may appear in a different form e.g. extension question, consolidation question
- Marking for basic skills such as spelling and punctuation will be an addition to the feedback regarding the learning unless the piece is being edited specifically for redrafting.
- Children may use calculators to check their own work during a lesson and verbally feedback to teachers their success or areas for improvement.
- Sometimes teachers might give comments and feedback that directly relates to the 'OLI' - (Our Learning Intention)
- Teachers may mark specific groups of pupils, so that they can focus on developing particular objectives.
- Give quality feedback in foundation subjects too, particularly part way through a blocked unit so that way you can identify any issues that arise.

- Feedback in foundation areas SHOULD relate to the skills within the topic NOT JUST being a literacy focus.

Secretarial features

Spelling, punctuation, handwriting, grammar etc. should not be given feedback in every lesson, because effectively pupils cannot focus on everything at once. Where this is given, care should be taken on identifying only the key areas for development and not overloading the pupil. However once the pupils have finished their piece of work please ask them to check and correct what they believe they can improve, they can then work with response partners on occasions. Sometimes let the pupils know that you will be marking for everything and thoroughly mark either their whole piece of writing or the first paragraph.

Self Marking

Children should evaluate their own and others work where possible and appropriate. Pupils can look for their own achievements and an area to focus on; highlighters can be used for this.

Pupils NEEDED to be taught the skills and strategies for self and peer marking.

Pupils NEED to be trained in peer marking where ground rules are established.

Children will be encouraged to discuss each other's work together.

Agreed Code

Whilst accepting that written feedback of work has to be tailored to meet the abilities and ages of each child and the subject being marked, we do believe that a common framework is helpful.

The agreed codes will be used by every pupil to mark their own work and by every teacher in so that all children are aware of the meanings of the various feedbacks e.g. VF = Verbal Feedback, CT = worked with class teacher.

Monitoring the Policy

We will ensure that these guidelines are being used consistently throughout the school by sampling marked work. This will be done on a termly basis by subject leaders and by the headteacher whenever necessary.

Feedback Procedures

Feedback will be referenced to the learning intention such as “You have identified key events in the story”. If the pupil has received *extra* support to achieve this then add “with extra support” or “with adult help”. If they have not achieved the learning intention or then the feedback must start “Next time” and be written looking towards the future.

The next part of the feedback looks to either embed learning, or extend understanding or learning possibly into a new application of the concept.

If the pupil needs reminding to add something from the success criteria then begin the feedback with *Remember...* If the pupil requires an extension to their learning then begin the feedback with *Next time...*

If the pupil requires an activity to either embed or extend the learning then scaffold the activity by modelling what is expected.

Feedback Examples

Good try! Next time you will be able to infer characters feelings.

Well done! You have identified key events in a myth with help. Remember to use more information from the story in your prediction.

Amazing! You have explained why you prefer the Birth of Stars myth.

Next time use the connectives besides and meanwhile.

Write a sentence like mine using the connective meanwhile.

On the first day of the universe the stars were thinking about what colour to shine meanwhile the planets were lining up in order of size.

3 stars and a wish marking - Year 6 exemplar



Your writing is well paced and the events are logically related.



Good consistent and fluent writing style.



Correct use of brackets and commas



Try to vary the length of your sentences