Skegness Junior Academy

Feedback policy

Introduction:

This policy aims to give all members of the school community clear guidance with regard the rationale, principles, strategies and expectations of effective marking and feedback at Skegness Junior Academy.

Rationale:

Skegness Junior Academy is committed to providing relevant and timely feedback to pupils, both orally and in writing. Marking intends to serve the purposes of valuing pupils' learning, helping to diagnose areas for development or next steps, and evaluating how well the learning task has been understood. Marking should be a process of creating a dialogue with the learner, through which feedback can be exchanged and questions asked; the learner is actively involved in the process. Research shows that marking is an important factor in pupil learning, so this policy is crucial for Skegness Junior Academy.

At Skegness Junior Academy, we aim to:

• Provide consistency and continuity in marking throughout the school so that children have a clear understanding of teacher expectations;

• Use the marking / feedback system as a tool for formative ongoing assessment;

• Improve standards by encouraging children to give their best and improve on their last piece of work by integrating their NS;

• Develop children's self-esteem through praise and valuing their achievements;

• Create a dialogue which will aid progression,

Principles of Effective Marking Effective marking / feedback should:

• Be manageable for staff

• Be positive, motivating and constructive for children

• Be at the child's level of comprehension

• Be written in handwriting that is legible and a model for the child

• Be frequent and regular – all work should be marked in preparation for the following lesson and be used to inform planning, resources, groupings and allocation of adults

• Allow specific time for the children to read, reflect and respond to marking – time to be allocated at the start of the following session in the sequence of learning e.g. Monday's maths feedback to be responded to no later than the start of Tuesday's maths lesson in order to avoid the same mistakes being made again, this will help maximise progress of pupils

• Involve all adults working with children in the classroom in providing feedback and supporting the response to feedback 1:1, guided groups etc

• Give recognition and appropriate praise for achievement

• Give clear strategies for improvement

• Feedback should impact on the sequence of teaching, learning and assessment

• Relate to the learning objective/success criteria of the work set, e.g. science should be marked mainly for the science content but use Literacy, Maths and SPAG as a secondary element to the feedback process

• Be consistently followed by teachers and TAs across the school in line with the Effective Marking and Feedback policy

• Use the agreed Marking Code (See Appendix 1) to correct errors

• Positively affect the child's progress.

  • Use a range of feedback strategies – use of living 'marking' / feedback in lessons, verbal feedback, written feedback and moving forwards digital feedbck

Look for persistent errors and patterns of errors, rather than every error made: be selective and sensitive in marking. i.e. not every incorrect spelling will be highlighted, only words that an individual child should be reasonably expected to know. Ensure work is marked regularly and promptly after completion, to allow effective and immediate feedback to be given.

Effective Marking and Feedback Strategies :

The following strategies can be used to mark, assess and provide feedback.

1. Verbal Feedback: This means the discussion of work and direct contact with the child. It is particularly appropriate with younger, less able or less confident children. A discussion should be accompanied by the appropriate marking code symbol in the child's book or remark to serve as a permanent record for the child, teacher and parent – G (guided) or a VF symbol should be used to acknowledge verbal feedback has been given.

2. Success Criteria Checklists: Success Criteria checklists can be used in all subjects and may include columns for self/peer assessment and teacher assessment. These should be differentiated.

3. Peer Marking: children are encouraged to support each other and feedback on learning and achievement. Children should be given the opportunity to act as response partners and pair mark work. This is often linked to 'talk for learning partners'. Children should first point out things they like then suggest ways to improve the piece but only against the learning objective or success criteria. The pairing of children should be based on ability and trust. Children could highlight evidence of success or write a comment(s) in another child's book in a different colour pencil, which is then initialled. This is best used within the lesson where pupils have then time to respond. Teachers should then still mark the work following the lesson to further extend or identify areas for consolidation and support.

4. Quality Feedback Comments: Personalised Quality Feedback Comments should be used frequently in all subject areas to extended learning and must be differentiated appropriately. When marking, staff may see a piece of work that requires clarification or is a good opportunity to extend that child's learning. The emphasis when marking should be on both success and areas for development against the learning objective and success criteria. 'Correct' work is highlighted in pink and areas for development are highlighted in green, with a corresponding written prompt. A focussed comment should help the child in "closing the gap" between what they have achieved and what they could have achieved.

Useful "Closing the Gap" comments are:

 - A reminder prompt – e.g. "What else could you say here?"

- A scaffolded prompt- e.g. "What was the dog's tail doing?", "The dog was angry so he…", "Describe the expression on the dog's face".

- An example prompt – e.g. "Choose one of these or your own: He ran around in circles looking for the rabbit / The dog couldn't believe his eyes"

Time is then given for the child respond to the written prompt, thus enabling them to 'close/ bridge the gap' and improve their work further.

Monitoring Marking and Feedback will be monitored termly by the Senior leadership Team and will form part of our annual monitoring cycle on Formative Assessment and Assessment for Learning.

Appendix 1:

Marking Code:

Code	Meaning	Purpose
G	Guided Work	Shows work which has been guided to ensure that this can be used for AFL to set purposeful work at the appropriate level the following day. Maintains a record to aid AFL and summative assessment what was supported and what was independent
VF	Verbal Feedback	VF to indicate that even though there are no next steps provided the pupil did receive feedback. VF is one of the most effective forms of feedback as is immediate. It would be expected that following VF there was further pupils work in the same session showing how they acted on the VF – there should be a noticeable difference in their work
MP	Mini-plenary	Should be used as timely intervention to progress, consolidate or address misconceptions. MP shows where the teacher / TA have intervened. MP should be

		recorded in the margin. There should be work that follows the MP showing the impact of the intervention e.g in a writing lessons following the MP, which may have been on similes, you would expect to then see similes included in their writing
SP	Spelling Mistake	SP to be used for high frequency words, words linked to their spellings / phonics focus. When sp is used select high value words / those where common or persistent errors are made e.g. went – whent. Pupils needs to re-write 5 times e.g Went 1. 2. 3. 4. 5. Spelling corrections should not be the only NS provided
NS	Next Step	Pupils should be provided with a NS linked to their success criteria in order to enhance their work or as an extension. If they have made errors the NS should support then in addressing the misconception using some of the prompt listed previously e.g. a scaffold prompt