



St Nicholas Primary School



ST NICHOLAS PRIMARY SCHOOL



Feedback Policy

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Rationale

‘Feedback is one of the most powerful influences on learning and achievement’
(Hattie and Timperley 2007)

‘Feedback plays a central role on securing student’s learning, supporting them how to deepen their knowledge and understanding or improve their performance’ (Teaching Walkthrus Tom Sherington and Oliver Caviglioli)

‘Effective marking is an essential part of the education process. At its heart, it is an interaction between teacher and pupil: a way of acknowledging pupils’ work, checking the outcomes and making decisions about what teachers and pupils need to do next, with the primary aim of driving pupil progress.’ (Report of the Independent Teacher Workload Review Group)

All forms of marking and feedback are crucial to the success of children. It is to close the gap between what they know and what they do not know or to fill the gap between where they are and where they are going. Marking and feedback in the moment is a vital form of communication between child and teacher/teaching assistant. It enables children to become reflective learners and helps them to close the gap between what they can currently do and what we would like them to be able to do. It is part of the assessment process in that it gives both the teacher and pupil an opportunity to identify strengths and weaknesses.

For feedback to be effective John Hattie argues that it needs to be:

- clear, purposeful, meaningful and compatible with pupils’ prior knowledge, and to provide logical connections.
- directed at the right level, so it can assist students to comprehend, engage, or develop effective strategies to process the information intended to be learnt.



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- combined with effective instruction in classrooms, and focus on what is being learnt (learning intention) and how students should go about it (success criteria)
- occur as the pupils are doing the learning
- provide information on how and why the pupil has or has not met the criteria
- provide strategies to help the pupil to improve

Marking and Feedback at St. Nicholas Primary School

At St. Nicholas Primary School we believe that the process of marking and offering incisive feedback should be provided in the moment, it is a dialogue that takes place between teacher/teaching assistant and child, ideally while the learning is still being completed.

Teachers and teaching assistants should promote children's self/peer-assessment into a wider process of engaging the child in his or her own learning and developing their ability to self scaffold their learning.

Whenever possible, marking and feedback should involve the child directly. The younger the child, the more important it is that the feedback is oral and immediate.

Feedback in the moment will help a child to identify their key priorities for improvement and the progress they are making towards personal targets.

Teachers will ensure that understanding is checked systematically when marking in the moment and they will swiftly adapt their teaching accordingly.

Through assertive monitoring during lessons, all staff will note errors that are made by many children and use them to inform future planning. Teachers will also prompt children to correct errors and make improvements where appropriate and necessary. Teachers and teaching assistants will make and distinguish between mistakes and errors. An error occurs when answering a question that a child has not mastered and understood and requires swift intervention. Mistakes can be identified by an adult or child and should be self-corrected by the child.

Marking and Feedback

Marking	Purpose
Assertive monitoring	Intervention marking within the lesson to prompt deeper thinking, and swiftly address misconceptions. This takes the form of verbal feedback and occurs through effective questioning to clarify or refocus tasks and enquiry, mini plenaries and mid-lesson adjustments or written feedback where misconceptions are remodelled or challenges provided.
Improvement Marking	Verbal feedback will be given to the children and an opportunity to respond will be given in order to strengthen the teaching and learning process to accelerate and deepen learning.
Self-assessment and peer assessment	Autonomy is given to the children. Differentiated success criteria is used to comment on the attainment and success of a piece of work and suggestions for improvement, indicating positive ways forward. Teachers will acknowledge the marking completed by the children
Learning Acknowledgement	All learning outcomes will be acknowledged at the end of the lesson. It is essential that all learning produced by a child is valued and their efforts and outcomes are acknowledged against the intended learning outcome. Strategies for self-regulation should be explicitly taught to enable children to identify their own mistakes and correct accordingly.

Non-Negotiables Marking

When assertive monitoring
Date and Learning Objectives are checked and children are given the opportunity to correct if copied incorrectly
Marking is focused upon lesson objectives and success criteria (adapted accordingly)
Verbal feedback to children will provide opportunities to self-regulate, address misconceptions in the moment and move their learning forward through opportunities that lead to depth in knowledge and understanding.

Across all lessons, there should be a greater emphasis on assertive monitoring, however sometimes, for whatever reason staff will be unable to mark in the moment or there is some work that has not been marked in the moment.

When staff have been unable to undertake assertive monitoring in lessons, all learning will be acknowledged in full
Dates and Learning Objectives should be checked to ensure that habitual errors are not being made.
A stamp will be used to acknowledge that children have met the learning objective, including when self or peer assessment has been used.
Marking is used to support the day-to-day assessments of learning so that difficulties are identified and misconceptions can be used to plan future lessons accordingly.
All staff mark in purple pen. All children respond and edit in blue pen.

Marking of Specific Subjects

<p>Marking of mathematics</p>	<ul style="list-style-type: none"> • Correct answers will be marked with a tick and incorrect answers will be given a dot. • Where an answer is incorrect, children must be given time to find the mistakes in their calculation and correct this themselves. • Incorrect calculations should be corrected at the bottom or to the side of a piece of work rather than rubbing out the original calculation. • Where a child has made a number of mistakes, the teacher is to decide which of the mistakes they feel it would be beneficial to review. • The children may have the opportunity to mark their own work using marking stations. Children should be encouraged to self-correct calculations when errors have been identified. • Where it is required, teachers should comment on number formation and presentation of work to ensure that pupils understand the importance of presenting their work to a high standard.
<p>Marking of reading</p>	<ul style="list-style-type: none"> • For work that has not been seen during the lesson by the teacher, correct answers (relating to the learning objective) will be given a tick and incorrect answers given a dot. • Children will be given time to go back and correct incorrect answers. • Work will be stamped to show 'Learning Objective Achieved' or 'Working Towards'. • In Phonics, children will self mark/self-correct and adults will model correct letter formation where necessary.

<p>Marking of writing</p>	<ul style="list-style-type: none"> • For pieces of writing that have not been seen during the lesson by the teacher, feedback will be given using the codes in Appendix 1. • Work will be stamped to show ‘Learning Objective Achieved’ or ‘Working Towards’. • In Phonics, children will self mark/self-correct and adults will model correct letter formation where necessary.
<p>Marking of assessed writing</p>	<ul style="list-style-type: none"> • Teachers will read the whole piece of writing to check for cohesion and coherence. • The HET Assessment Criteria will then be highlighted in pink and stuck in the book alongside the piece of work. • The writing will also be stamped to show whether the learning objective has been met.
<p>Marking of all foundation subjects</p>	<ul style="list-style-type: none"> • Staff should ensure effective assertive monitoring and give verbal feedback in order to deepen children’s understanding during the learning. • Work will be stamped to show that the learning objective has been achieved.



Edit and Improve Time

From Year 2, time will be dedicated to the children editing or improving their own work. Teachers will develop the children’s ability to become independent learners, self scaffold and give them autonomy in developing and improving their work.

This lesson can be used in a variety of ways:-

- The teacher models and demonstrates how to proof read and/or improve a sentence/ paragraph or piece of work, they can demonstrate on work where there are similar weaknesses to the children
- The teacher identifies a piece of work that they would like the children to proof read and edit before marking.
- The teacher gives specific verbal feedback to an individual/group/whole class to improve their work and the children are given quality time in order to have the opportunity to show this in their work
- Children use the success criteria from the lesson to improve a piece of work at another time during the week where the children can focus on being the reader rather than the writer.
- The children can work independently or with a partner to edit and improve their own or the work of their peer.
- It is important that when children are asked to edit and improve their work they read their work aloud. The children read their work aloud primarily to 'listen' to it – to hear how it sounds, whether it flows, it also allows them to 'look' carefully to see if there any obvious mistakes – such as words omitted or mis-spellings.

Role of Other Adults Supporting Marking and Feedback

All staff in the classroom are expected to mark in the moment, this will support children in receiving immediate feedback which they can respond to.

Verbal feedback and dialogue should be embedded within every session. It should be specific to the success criteria and should identify both positives and next steps so that the child has a clear understanding of how to move their learning forward. Every pupil should receive verbal feedback on a regular basis.

Children should be encouraged review their own or another child's work, and the teacher will support this process. This will ensure children are encouraged to assess their work and self-reflect at each step of the learning process.



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Special Educational Needs and Disabilities

When marking the work of children with Special Educational Needs and Disabilities, we take into account the wide range of abilities of our children. Children's individual education plans will be used to support when marking and giving feedback. Extra support is given and the curriculum is adapted to meet their individual needs, whilst ensuring access to a full and varied curriculum along with their peers.

Reasonable adjustments will be made to that every SEND child can fully access the curriculum and will be given feedback appropriate to their learning.

Review

This policy will be reviewed annually by staff and governors

Appendix 1 – Symbols to be used when marking after the lesson

Symbol:	What it means:	Symbol:	What it means:
_____	Word spelt incorrectly (word underlined)*	[?]	Doesn't make sense – brackets around the part that doesn't make sense
○	Punctuation missing/error	○	Grammar mistake (circled)
•	Incorrect answer	✓	Correct answer
Blue pen	Response by the child (in usual pen/pencil if a full sentence) Peer/Self assessed	Purple pen	Marked by an adult
W/S	To show that child had adult support	Λ	Word missing