Monkwick Junior School – Feedback and Marking Policy

November 2018

Monkwick Junior School is committed to improving the progress and attainment of all pupils. We aim to provide constructive feedback to children focusing on success and improvement needs against learning challenges and success criteria. This enables children to become reflective learners and helps them to make progress. It also enables teachers to use the assessment to inform their future planning so lessons and activities are targeted to children's needs.

Pupils, parents, staff, governors and the community have a duty to help support the embedding of the Sigma Trust values and ethos within the school. These are:

• Integrity - be honest, transparent, trustworthy and true to your beliefs.

• Passion - be positive and enthusiastic about what you are trying to achieve.

• Aspiration - aim for your best and set high, realistic goals.

• Resilience - never give up and strive to improve.

• Accountability - take responsibility for your words, thoughts and actions.

• Respect - for yourself, your environment and other people.

These values are demonstrated through the feedback and marking policy in the following ways:

Integrity

- All adults will follow the policy to ensure that children are treated fairly and consistently and that the system is transparent and understood by all involved.

- Staff will highlight pupil's work so that it is clear where verbal feedback has taken place. Work can be used for moderation purposes.

Passion

- Adults will always look to praise positives and celebrate successes shown in work.

- Children will strive to meet the learning challenge will be keen to improve their work further.

Aspiration

- Adults will aim to ensure that all pupils have met the learning challenge.

- Adults will support all children to improve their work further and address misconceptions.

Resilience

- Children will be encouraged and supported to keep trying to improve their work even when this is challenging.

- Children will see the process as a positive approach to improving their learning.

Accountability

 - All children should receive both positive feedback and areas of improvement.

- Feedback and marking will be used to inform future planning.

Respect

- Adults should respect children's work and ensure that highlighting and written feedback is neat and legible.

- Teachers' workload is considered by making sure that feedback is meaningful and a valuable use of time.
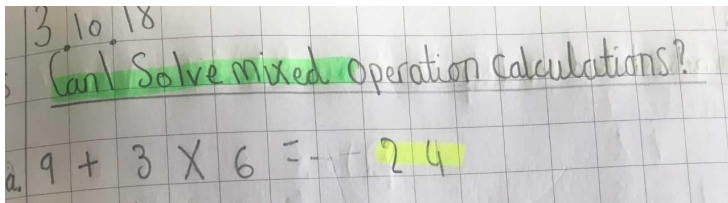
When we give feedback

-The majority of feedback should be given to pupils during the lesson. Any work completed after feedback in the lesson will be marked after.

-After the lesson, the teacher will highlight the learning challenge in green or yellow.

**Fully achieved-** the whole learning challenge highlighted in **green**
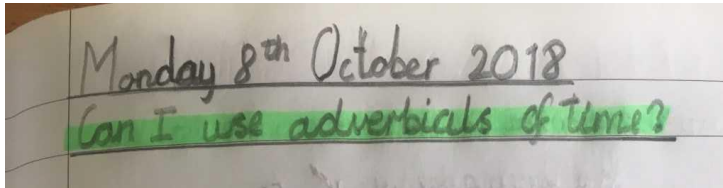
Partly achieved- if some responses are incorrect, or there is not enough evidence to show that the challenge has been met, half the learning challenge highlighted in **green**

Not achieved- a dot is highlighted next to the learning challenge in **yellow**

-If the learning challenge is not achieved, the pupil will need additional teacher support.
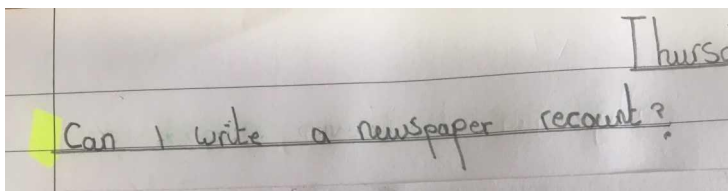
How we give feedback

- Class teachers will use highlighters to give feedback and children will use **purple pen** to edit, respond to the teacher and self-assess their work.

- Teachers and LSAs should move systematically around the classroom to ensure that all pupils receive feedback.

- There is no need to write 'verbal feedback' or 'VF' as the highlighter is sufficient evidence of teacher feedback.

-**Green highlighter** is used by teachers to show specifically where the pupil has met the learning challenge. For example in an English lesson about subordinating conjunctions, the correct use of these would be highlighted in the session. In a Maths lesson, the correct answer or response would be highlighted. A Geography lesson identifying countries on a map teachers could indicate the correct location by highlighting the name of the country in the key.

-**Yellow highlighter** is used to give feedback on next steps in the lesson. As the work is highlighted, teachers will have a discussion with the child about why they need to improve this part. This could be achieved through questioning or direct instruction. Yellow can highlight areas linked to the learning challenge as well as other areas to improve such as missing punctuation or spelling. This can be fully highlighted or circled.

-**Purple pen** is used by children to edit their own work. When this is done after feedback, it will be written on top of or next to the yellow highlighted section. If these are independent corrections then they will not.
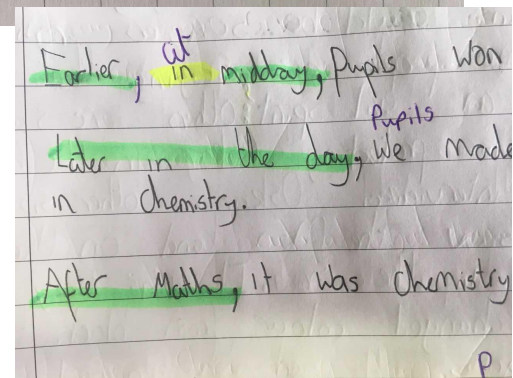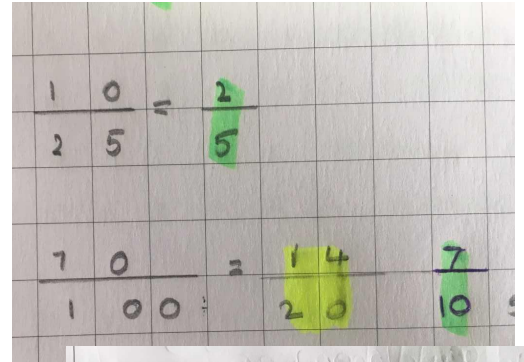
-A pen (not models or below.
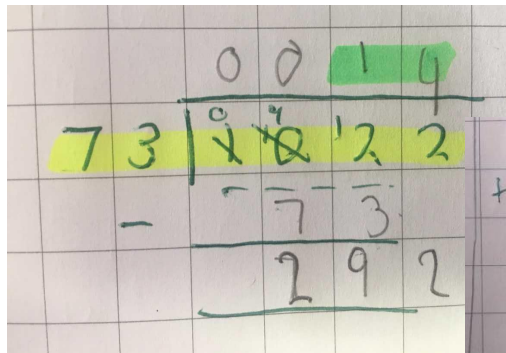
purple) is used by the teacher to write any prompts in the child's book as shown
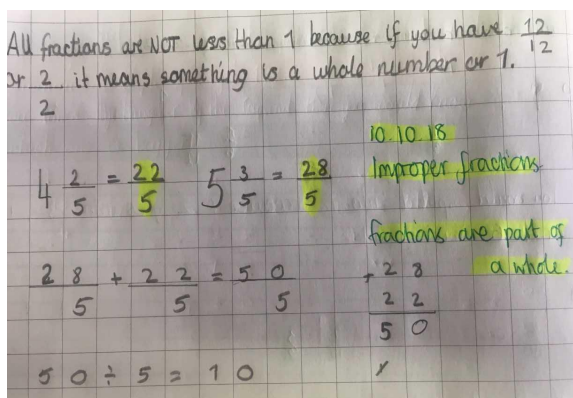
Additional support

When a learning challenge has not been met, teachers will need to ensure that the pupil receives additional support in order for them to achieve this. Additional support should be evidenced in the child's book and dated by the class teacher when completed. Additional support may involve a short discussion with the pupil or may mean that they spend part of the next lesson addressing gaps and consolidating before moving on. Support may also need to be provided to groups or to the whole class. This support is at the teacher's discretion.
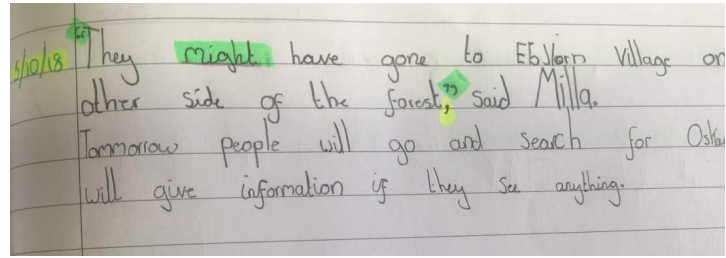
-This example links to the 'Not achieved' learning challenge highlighted in the 'When we give feedback' section. It shows additional support given to a child in the next lesson to discuss how a newspaper recount is structured.

-The examples below relate to a lesson where the children had partially met the learning challenge. Additional support was given in the form of a discussion to address misconceptions.
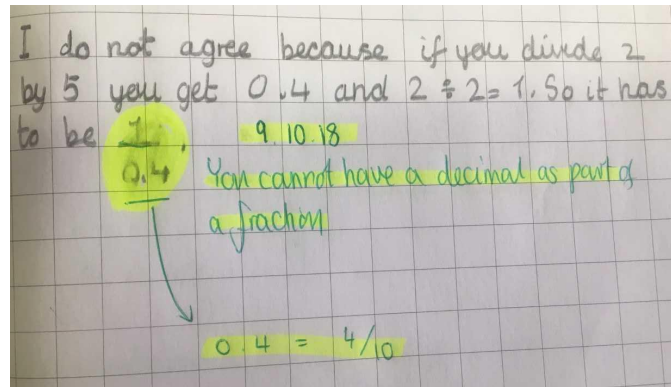
Pupil marking and reflection

-Pupils will regularly reflect on their learning. This will follow the ReflectEd program and sentence prompts.

-Pupils will use purple pen to edit and improve their work. This will include making corrections and indicating correct answers when marking as a group or whole class (e.g in reading lessons).

-Teachers also provide specific success criteria lists for children to tick against as they complete extended writing. Teachers will also mark these in highlighted to give feedback for objectives used.

Year 6 Working At the Expected Standard Statements	Me	CT
*I have used paragraphs //		
I have used verb tenses consistently		
I have described the setting		
I have described the characters		
I have created an effective atmosphere		
I have matched the tone/language to my audience		
I have used bullet points consistently		
I have used sub headings		
I have used the passive voice		
I have used conjunctions and adverbials of time for cohesion		
*I have used commas for clarity		
I have use modal verbs		
I have used inverted commas		
I have used dialogue to convey character		
I have used dialogue to advance the action		
I have used apostrophes for contraction in informal texts		
I have used brackets		
I have used a dash/dashes		
I have used a semi colon		
I have used colons		
I have used hyphens		
I spell most words correctly (Year 5 and 6 list)		
My handwriting is legible and joined		