



St Julian's

Church School

Feedback and Marking Policy

October 2020

At St Julian's Church School we recognise that effective feedback is integral to the teaching and learning cycle. We are mindful of the research surrounding effective feedback and the workload implications of written marking. As such our policy is underpinned by evidence of best practice from the EEF and other expert organisations.

We believe that effective feedback will

- 1) Improve the work
 - Feedback will be like a recipe for improvement; specific and timely
- 2) Improve the pupils
 - Feedback will help to improve pupil's thinking and move their learning forward for next time
- 3) Improve our curriculum
 - Feedback will help teachers to redress, review and restructure learning, addressing misconceptions and deepening knowledge both in the lesson and across a sequence of lessons

Type of feedback	Example
Feedback that improves the work	Pupils can make these edits at the start of the next lesson: I is capital letter Capitals after full stops Spelling of 'collapse' and 'collapsed'
Feedback that improves the student	Activity for next lesson / following lesson Rewrite the opening paragraph of a story so it is in the past tense. Compare the two versions.
Feedback that improves the curriculum	The next unit I teach this class / the next time I teach this unit to another class Sequence of lessons on run-on sentences, fragments, and knowing where to put a full stop.

Daisy Christodoulou, [No More marking blog](#)

Notably research by the DFE into teacher workload has highlighted written marking as a key contributing factor to workload. Therefore our policy seeks to ensure that whilst effective feedback is our core purpose, written marking will only be used when it is **meaningful**, **manageable** and **motivating**.

Key Principles


- The sole focus of feedback and marking should be to further the children's learning, make the children think, and inform future planning
- Feedback and marking is completed to move the children on in their learning and to aid the teacher in assessing the progress and attainment of the children. It is NOT for the school, Trust leaders or governors, parents or Ofsted.
- The best evidence that quality feedback is being given to children is the progress that children make over time.
- The key principle which underlies effective feedback for pupils is the need to celebrate the things which children can do well, and support with the development of aspects which require improvement.
- All work which a pupil produces should be valued.
- Feedback should be expressed in a way which the pupil will clearly understand according to their age, ability and understanding.
- Feedback delivered closest to the point of action is most effective, and as such feedback delivered in lessons is more effective than comments provided at a later date
- Feedback will provide a regular form of tailored communication between the adult and pupil
- Feedback will be specific in relation to how a pupil's work matches with intended outcomes
- Feedback will provide opportunities for pupils to make improvements to their work both in the lesson and in subsequent lessons. The 'next step' is usually the next lesson.
- Feedback will develop supported and independent skills of reflection and review, including peer feedback as appropriate
- Children will understand any written marking codes and the expectations on them to respond as appropriate to these
- New learning is fragile and teachers must make explicit steps to revisit and refresh learning. Therefore teachers will also need to get feedback at some distance from the original teaching input to assess if this learning is secure.



Feedback and Marking in practice

It is essential that teachers evaluate the work the children undertake in lessons and use the information this provides to adjust their teaching. This happens in one of four stages in the learning process:

- 1) Immediate feedback - 'do nows' at the point of teaching.
- 2) Summary feedback - at the end of a lesson or task.
- 3) Next lesson 'feedforward' - further teaching that allows children to identify and improve for themselves areas identified by the teacher through a review of a previous lesson.
- 4) Summative feedback - tasks planned to give teachers definitive feedback about whether a child has securely mastered the learning.




What this looks like for the children and teachers and for observers:

Type of feedback	What this looks like for children and teachers	What this looks like for observers (evidence)
Immediate Feedback	<ul style="list-style-type: none"> • Includes the teacher gathering feedback within the course of the lesson, including mini whiteboards, learning in books, oral responses etc • Takes place in lessons with individuals or small groups • Often given verbally to pupils for immediate action ('do nows') • May involve the teaching assistant to provide support or further challenge • May immediately redirect the focus of teaching or the task • Will involve children using their 'purple polishing pen' in immediate response • Will include the use of highlighters either in the margin against specific aspects of learning or against Success Criteria or the WALT (green, orange or yellow/gold) 	<ul style="list-style-type: none"> • Lesson observations / learning walks • Book looks • Evidence of children correcting errors in a purple pen • Evidence of highlighting • Pupil conferencing
Summary Feedback	<ul style="list-style-type: none"> • Takes place at the end of a lesson or activity • Often involves whole groups or classes • Provides an opportunity for evaluation of learning in the lesson (eg mini plenary) • May take the form of self or peer assessment against an agreed set of criteria using smiley faces in the margin <div style="text-align: center;">  <p>I understand! I understand a little! I don't understand!</p> </div> <ul style="list-style-type: none"> • May take the form of a quiz, test or score on a game • May involve children self-marking with their purple 	<ul style="list-style-type: none"> • Lesson observations / learning walks • Book looks • self or peer assessments • Test or quiz results recorded in teacher log books or pupil books • Evidence of pre or post teaching on timetables and in books • Highlights, comments, codes, stickers as appropriate

	<p>pen</p> <ul style="list-style-type: none"> • Could involve children placing their books in the 'Green: I've Got it' box or 'Orange: I'm working on it' box at the end of the lesson. This will guide the teacher on who may need additional feedback sooner • Will involve the teacher highlighting the WALT or parts of the WALT (green, orange or yellow/gold). The teacher may also indicate if the learning was supported or independent if this is appropriate with a symbol in the margin. • In some cases, may guide a teacher's further use of review feedback, focusing on areas of need, This will often take place as a pre or post teach session. • Can praise effort as well as achievement and progress 	
Feedforward	<ul style="list-style-type: none"> • May be in the form of a whole class feedback sheet that has subsequently informed planning • May involve the teacher annotating in the margin using our agreed marking codes and/or an orange dot or line to guide self-improvement • May include next step comments when appropriate for individuals or small groups  <ul style="list-style-type: none"> • May include a star challenge  <ul style="list-style-type: none"> • Will often include an orange box, dot or line to indicate what can be improved, where or by how much • Can be linked to spellings or other non-negotiables as a means to support the pupil's 	<ul style="list-style-type: none"> • Lesson observations / learning walks • Whole class feedback sheets • Pre or post teaching in books or on timetables • Planning and annotations on plans • Evidence in books of children editing and redrafting their work • Evidence of children correcting mistakes • Evidence when children have responded to any written feedback, next steps, marking codes either as a redraft or correction or in their orange box.

	<p>progress in their basic skills</p> <ul style="list-style-type: none"> ● Can involve whole lessons for whole class feedback, for instance after a writing lesson teachers may spend time giving feedback to the whole class about strengths and areas for development, allowing time in the lesson for children to work on these areas, proof-read and edit their work. Children will make edits in their purple polishing pen or indicate with a small purple dot if they are redrafting a whole section ● Can involve 1:1 pupil conferencing to create a dialogue of feedback and improvement ● May be in response to the teacher's analysis of the daily 'do nows' which need to be addressed in the next lesson ● May involve an additional lesson to revisit a concept in a different way where the whole class has struggled 	
Summative Feedback	<ul style="list-style-type: none"> ● Check it activities ● Flash Back activities ● Weekly spelling or times table tests ● End of unit / term tests or quizzes ● POP tasks ● Provides teachers with opportunities for assessment of understanding ● Leads to adaptation of future lessons through planning, grouping or adaptation of tasks 	<ul style="list-style-type: none"> ● Books ● Records of quiz and test scores ● Assessment tracking ● planning

Our Feedback and Marking Codes

Yellow / gold highlighter - WALT, dot, dash, line or section	<p>“This is amazing!”</p> <p>This will be specific to a set criteria and appropriate for that child</p>
Green highlighter - WALT, dot, dash, line or section	<p>“You have got this!”</p> <p>This will be specific to a set criteria and appropriate for that child</p>
Orange highlighter - WALT, dot, dash, line or section	<p>“You are still working on this - nearly there!”</p> <p>This will be specific to a set criteria and appropriate for that child. E.G in a Write Stuff lesson an orange star (*) means rewrite this sentence and an orange plus (+) means reimagine or add more.</p>
Orange box	<p>Indicates a space for corrections, practice, edits or redrafts. This includes when children are asked to practice identified spelling mistakes at the end of a piece of work.</p>
	<p>Next steps</p> <p>This will be specific to a set criteria for that year group or child</p>
	<p>Star Challenge</p>
S written by the WALT	<p>This learning was supported by an adult</p>
I written by the WALT	<p>This learning was independent</p>
 written in the margin	<p>“Check your non-negotiables.”</p> <p>Depending on the age and ability of the child the teacher may provide further guidance on what non-negotiable needs to be corrected / improved. This could be with a code, some modelling, some corrected spellings to practice and learn, an orange dot or indicator to show where the child needs to check and/or verbal feedback.</p> <p>For KS1 children this guidance may be in the form of the ‘symbol’ from our non-negotiables pyramid.</p>
Further codes for the margin sp P	<p>spelling error (we expect children to practice words that are frequently misspelt or have been a focus for learning in an orange box at the end of the page)</p> <p>punctuation error</p>

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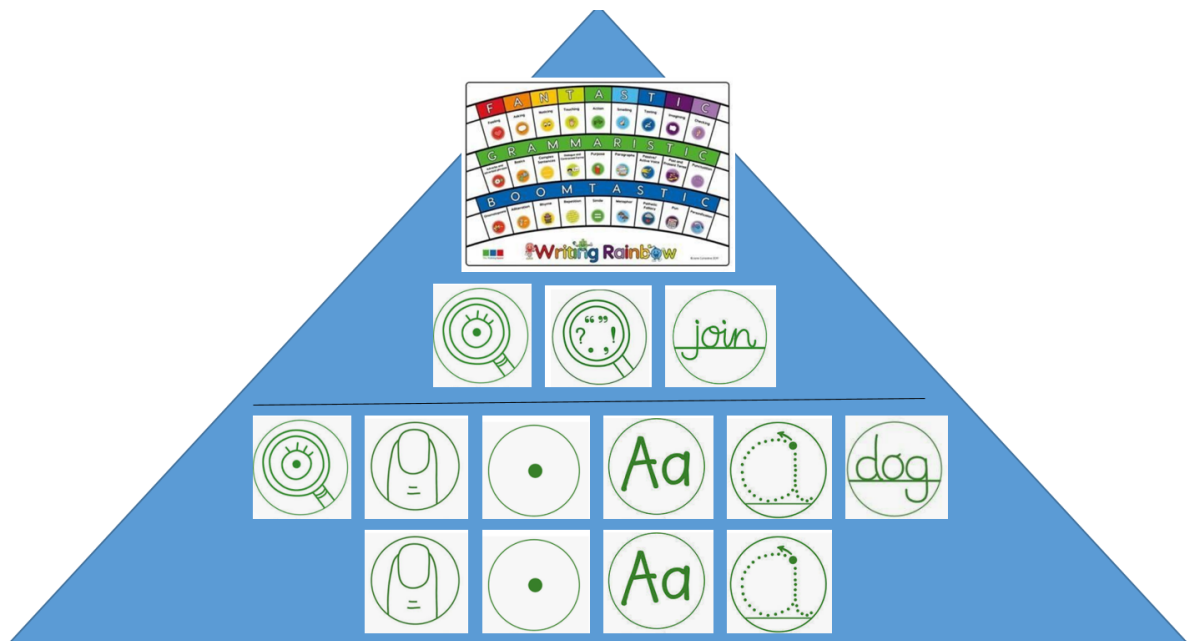
capital letter error or omission
new paragraph needed

Our Non-Negotiables in written work

Non Negotiables will be based on the ARE from the previous year for spelling, punctuation and handwriting and will be used alongside focused success criteria.

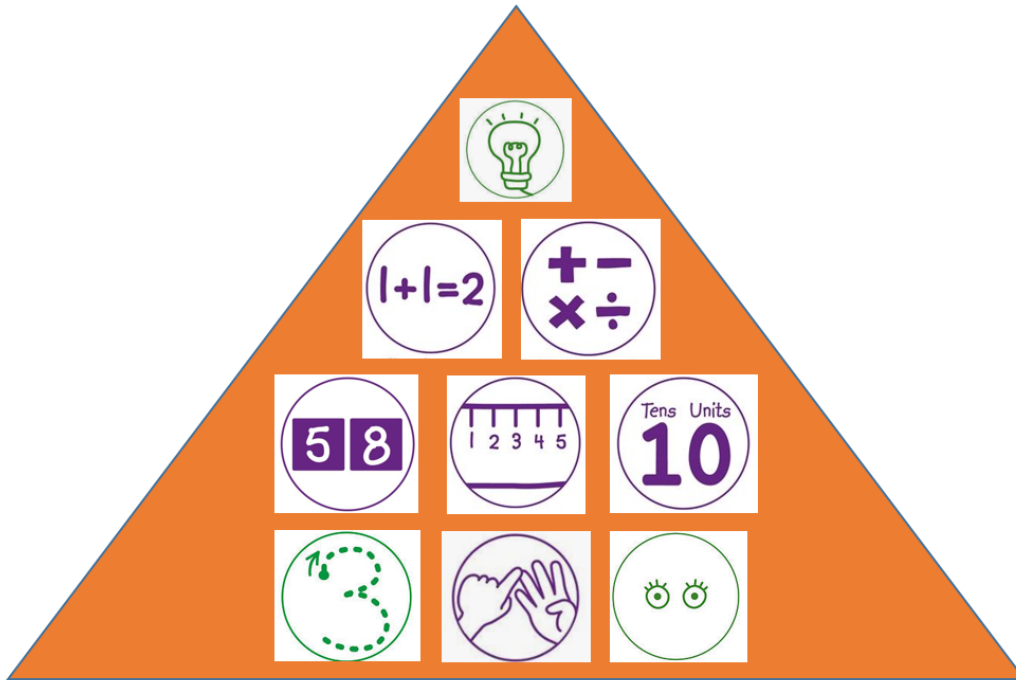
“Studies suggest that providing clear success criteria for a piece of work is associated with higher performance.” (A Marked Improvement, EEF 2016)

The non-negotiable pyramid will be displayed in the classroom. English books will also contain common exception/spelling words from current year and previous year (NB for some children this list may be bespoke according to their needs)



Our Non-Negotiables in mathematics

The non-negotiable pyramid will be displayed in the front of the child's maths book. Where appropriate a multiplication grid may also be stuck inside the child's book.



- Teachers could have a GREEN and ORANGE box for books to be placed at the end of a lesson. Children can self-select according to self-assessment at the end of a lesson. This can lead to immediate post or pre teaching time.
- Teachers must ensure that all adults who support learning have a set of highlighters and a pen with which to provide immediate feedback
- All children must have access to a purple polishing pen
- Teachers may also use stamps or stickers with which to praise effort, progress and attainment. Celebratory feedback can also be given in our weekly celebration assembly
- Teachers will maintain weekly, unit and termly records of summative assessments, tests and quizzes
- Teachers will maintain short, medium and long term planning that is informed by the information their feedback and marking has given them as well as the end of year milestones and age-related expectations of the National Curriculum

Whole Class Feedback Sheet

<u>Work to praise and share</u>	<u>Need further support</u>
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<u>Presentation</u>	<u>Basic Skills errors / non-negotiables</u>
<u>Misconceptions and next step lesson notes</u>	