



At St Mary's we champion every child to be the **best that they can be**. Our knowledge-led curriculum therefore endeavours to develop our children's **character**, **core skills**, **creativity** and sense of **community**.

Supported by our school's vision, ethos and position as a junior school, we believe that our specialist knowledge of the Key Stage 2 age range ensures **improving outcomes, opportunities and experiences for all our children**. To achieve this, we are aspirational for our pupils, instilling high expectations, the passion, perseverance and stamina to succeed.

Feed-Back Policy (Marking & Feedback)

Ely St Mary's CofE Junior School

Written/reviewed by:	Rachel Clarke	Date: 28 th November 2023
Summary of changes:	Instructional Coaching CPD Agreed content of retrieval practice rationale Whole class feedback sheets Monitoring Pathways Script to assist with spelling	
Next review due by:	November 2025	

1. Introduction

1.1 At St Mary's we aim for all children to fulfil their potential – to be the best that they can be – and we believe that feedback is essential in achieving this goal. We are also mindful of workload implications of marking for staff which has led us to review our practice.

Having engaged with a range of research into effective feedback, our policy is underpinned by the statements and sources of evidence and information detailed below:

- “Marking should be **meaningful, manageable and motivating**.”
- “The idea that the focus of well-timed feedback **should be to move learning forward** is important because the word ‘feedback’ can lead us to think of feedback as a backward-looking process”
- “**Improve the learner, not the work...** after feedback, students will be able to do better at some point in the future on tasks they have not yet attempted.”

- **“Acknowledging errors allows for opportunities.”**
- If pupils annotate work with the mistakes they are able to spot, **“our clarification can then be applied with pinpoint accuracy to the exact spot they have identified as where they are ready to learn.** They will receive feedback only on those areas they’ve identified as containing errors or misunderstandings.”
- “Schools should be particularly aware of this ‘**opportunity cost**’. What other tasks may a teacher need to sacrifice to provide [written] feedback?”

Sources include:

- Visible Learning by John Hattie
- What does this look like in the classroom? Dylan Wiliam & Daisy Christodoulou
- What if everything you knew about education was wrong? By David Didau
- Walkthrus by Sherrington & Caviglioli
- Get Better Faster Instructional Coaching
- Teaching & Learning Playbook by Feely and Karlin
- Teach Like a Champion by Lemov
- Report of the Independent Teacher Workload Review Group, March 2016
- EEF Teacher feedback to improve pupil learning
https://educationendowmentfoundation.org.uk/public/files/Publications/Feedback/Teacher_Feedback_to_Improve_Pupil_Learning.pdf

1.2 Aims

- To provide consistency of feedback across the school
- To inform future planning and learning
- To offer stretch and challenge to learners of all abilities, with a particular emphasis on those disadvantaged or vulnerable pupils.
- To recognise and value pupils’ efforts and outcomes
- To promote progress so that the significant majority of children meet age related expectations
- To manage staff workload and ensure staff directed hours are used strategically and effectively and with impact.

2. Procedures and Practice

2.1 People – who is involved in providing feedback?

All classroom-based stakeholders are involved directly in the immediate feedback processes: teachers, teaching assistants and pupils. Input and support from parents and families as well as wider school staff helps to ensure the feedback process is meaningful and effective with conversations and activities beyond the classroom reinforcing next steps in learning journeys.

When providing feedback during lessons, we ask for the process to be signalled by:

- **Teacher use of green pen** to provide scaffolds, examples, corrections and to signpost aspects of work for improvement.

Tick to signal something positive and effective (in line with the learning intention and/or wider year group assessment criteria).

Circle or bracket to signal an aspect of work requiring attention – a correction, a redraft – giving verbal guidance (whole class, group or individual) is used to move the learning on.

There is no expectation staff provide lengthy written comments in books.

- **Teaching Assistant use of black pen** as above. We aim to keep the number of colours and codes minimal but acknowledge the importance of maintaining an accurate picture of a child's achievement. We therefore ask staff to note in children's books an 'S' for supported and 'I' to signal independence to enable staff to make well-informed judgements as part of formative (ongoing) and summative (end of a topic, term or year) assessment.
- **Pupil use of purple pen** to demonstrate where work has been completed with guidance and to make revisions and corrections.
- Parents are invited to termly parent consultations to provide and receive feedback on their child's progress. In addition, at the end of the school year, a written report is provided too. Informally, parents are able to attend a once-weekly drop in with their child's class teacher should any questions arise or they wish to view their work. Finally, the use of Class Dojo enables a home-school dialogue to be maintained to provide or receive feedback on a child's learning – an essential method of communication we ask all parents to link in to, especially in the event of remote education being required.

2.2 Processes – how is feedback provided meaningfully and with impact? *(related aims noted in brackets)*

Feedback at St Mary's is not the same as marking. It is a process which underpins all stages of teaching practice from curriculum and lesson planning, delivery, group support, intervention and assessment. Feedback takes place in the following forms and methods detailed below. Where written marking does take place, it should be impactful and is for the sole purpose of benefiting the children's learning – staff are not asked to mark to impress or spend time providing written feedback for the sake of doing so.

- **Planning.** All staff ensure lessons and learning objectives are learning led – what is the key piece of learning they are aiming for all children to achieve? Related lesson activities should be focused to facilitate this happening and therefore scaffolding and questioning should be evident in the planning and lesson delivery to achieve this. (a, c, e)
- **Low Stakes Quizzing & Retrieval Practice.** Across the curriculum staff plan in regular opportunities to revisit previous learning – facts, concepts, vocabulary, methods of calculation, for example. Such reviews help to strengthen the connections within the material learnt and can reinforce knowledge needed for new learning that day/ that unit. The timing and content of such activities should be directly informed by and related to the feedback received from the children's learning journeys. For example, do retrieval-based tasks provide opportunities to consolidate and correct concepts the children struggled with? Do they activities relate directly to new learning planned to take place?
- **Questioning.** Staff make use of a range of questioning techniques to obtain feedback about children's learning and to also feedforward, with a particular emphasis in directing such teaching techniques towards disadvantaged or vulnerable pupils. We refer to such as approach as 'First & Best' where staff offer the best quality of their teaching, responses and interactions to those pupils most in need. The questioning types implemented encourage every child to engage with the lesson and avoid passivity. They enable staff to obtain a true sense of the class' understanding of the teaching without relying on the answer provided by

a small number of individuals. Some of the explicit questioning types used at Ely St Mary's include:

- Cold Calling/ No Hands Up
- Show Me Boards
- Probing Questions
- Pose, pause, pounce bounce (a, b, c, e)
- **Self and peer evaluation.** This is implemented in classes through:
 - Think, Pair, Share questioning
 - Stop and jot
 - Self-evaluation against lesson toolkits and models
 - **Pupil-led identification of spelling errors** – only mark what the children have marked. In line with the research noted above and within Reading Reconsidered and Teach Like a Champion, where a pupil struggles with a spelling, they should be encouraged to apply their Sounds Write phonics (see Appendix 1 for example scripts). Thereafter, spellings should be addressed through explicit practice where the adult models the correct spelling and supports the child in accurately applying the spelling in future work. At the end of a piece of work, children should be asked to identify spelling errors requiring support by drawing a neat wiggly line underneath the word. These should be corrected by teachers when marking for future reference by the child.
- **Live Marking.** This is the primary approach to marking by our staff. Marking 'on the spot' enables staff to quickly ascertain children's progress and adjust lessons accordingly. This method of obtaining and providing feedback follows all the above guidelines and principles of 'first & best' and is carried out by *all* adults in the classroom.
- **Whole class Feedback.** After viewing the children's work and/or delivering a lesson, staff make informal notes about the class' learning and achievement so far. There is no set format for such annotation and the information is recorded once, rather than multiple times as 'marking' in pupil books, and is used to inform future lessons, planning and teaching assistant support. Based on observations, feedback is also directed to the whole class as 'short burst feedback'. This can also be done with the aid of a visualiser, which facilitates staff in sharing good examples of work, remodelling concepts and holding mini plenaries. On a termly basis, subject leaders receive unit feedback sheets to inform their subject leadership priorities.
- **Use of data.** Staff are asked to use data on a weekly and termly cycle to inform planning and deployment of support. This includes weekly checks of Accelerated Reader and Times Table data and whole termly checks of core assessment data via pupil progress reviews. (b, e)

2.3 Monitoring and Evaluation:

Progress? How is the impact of feedback measured?

Ultimately the purpose of feedback is to enable learners to improve in the subject and for the teacher to iron out misconceptions. “After feedback, students will be able to do better at some point in the future on tasks they have not yet attempted”.

This implementation of this policy is monitored throughout the school year via lesson drop ins, lesson resources and planning, book looks, and pupil voice.

The effectiveness of this policy is evaluated via the following sources of evidence by ALL staff:

- In books, staff (teachers, subject leaders, SLT) look for children’s work to progress in regards to:
 - accuracy and fluency (presentation, punctuation, recall of spelling or calculation methods);
 - output and confidence;
 - higher levels of content and application;
- When asked, pupils will be able to demonstrate and articulate their learning showing a depth of knowledge rather than the recall of activities alone. For example “We learnt about volcanoes” would progress to a child being able to talk knowledgeably about volcanoes, making use of technical vocabulary and a range of facts.
- In teachers’ planning and lesson delivery and pupil progress meetings there will be evidence of feedback informing activity, questioning and group choices made by practitioners to progress the children’s learning journeys.

2.4 Equal opportunities:

In line with the SEND Code of practice, which supports reasonable adjustments for pupils with identified Special Education Needs, staff may adapt this policy as necessary, making use of a range of personalized strategies. Feedback for pupils on the SEND register or with an emerging need is also recorded via the Assess, Plan, Do, Review (APDR) cycle which identifies personalized targets and related strategies to promote progress and success at a level suited to the individual child.

Feedback from parents and carers in how to best support specific groups of pupils, such as those with SEND and/or most able, is also collated via the use of annual Pupil Passports which seek to identify areas of strength, difficulty and effective methods of support to ensure pupils fulfil their potential in school.

For any pupils identified as vulnerable, including those eligible for Pupil Premium, staff are asked to implement this Feedback Policy on the basis of a ‘First & Best’ approach to ensure there is an equity of provision for all children to flourish and achieve – this is outlined above and in the teaching and learning policy.

3. Concluding notes

3.1 Consultation

This policy was written following consultation with the following stakeholders:

- Teaching staff July 2021, December 2023
- Achievement for All Coach & CPD April-July 2021
- School Council

3.2 Monitoring and review

This policy will be monitored and reviewed by the senior leadership team biannually to ensure it is effectively meeting the needs of staff and pupils alike.

3.3 Links to other policies

- SEND Policy
- Pupil Premium Strategy
- Most Able Policy
- Teaching & Learning Policy

Appendix 1

He hoped along the path.

Read aloud the sentence. What does this word (hoped) say?

This word is hoped. Did you mean hopped?

Remember that **single syllable verbs with a short vowel sound** must have a double consonant before adding the suffix! Hop – hopped!

Please taik one.

Read aloud the sentence. What does this word (taik) say?

This word sounds like take. I like how you have used **best bet** to guess the spelling.

What other ways can we make this sound? a / (ae) a-e / ai / ei (rarely) / ay (end of word)

Take is spelled with a **split sound** - rather than spelling it ae, it is a-e.

The birds sat on the rooth.

Read aloud the sentence. What does this word (rooth) say?

This word sounds like roof. Can you hear how different they sound?

Can you feel how different they are in your mouth? Roof is spelled roof.



th as in think



f as in foot

He was unstopible.

Read aloud the sentence. What does this word (unstopible) say?

I like how you have used **best bet** today – how else could you spell -ible?

-ible is used sometimes but more often -able is used and can be added to most verbs.

And don't forget the rule about **short vowel sounds and doubling the consonant**.

Unstoppable is spelled like this.

The sumbarine sank below the surface.

Read aloud the sentence. What does this word (sumbarine) say?

This time, '**say the sounds to spell the word**'. It is spelled submarine.

Next time,

He dropped the nife.

Read aloud the sentence. What does this word (knife) say?

This word sounds like knife. I like how you have used **best bet** to guess the spelling.

What other ways can we make this sound? n / kn / gn (less often) / nn (not at the start)

knife is spelled with a **kn** – as in knight.