

GREENBANK PRIMARY SCHOOL

Marking and Feedback Policy



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Greenbank Primary School Marking and Feedback Policy

Teachers assess work to determine misconceptions by the child and then aim to correct them.

It is our belief that the majority of this is done within the lesson so that misconceptions can be addressed quickly and further learning can take place. In some instances, for example where the child is working as part of a larger group, on a longer independent task, it may not be possible to review every step with the child. Therefore the work is scrutinised by the teacher, after the lesson and then feedback is given at the beginning of the next subject session.

Removing the written element of the feedback allows us to use our best classroom resource, the teacher, to a greater extent.

Advantages

- The feedback can be personalised to a group or individual with a differentiated level of support and questioning.
- It allows a child who does not understand the chance to question or clarify the follow up task.
- The improvements can be modelled and explained in more detail than one sentence of written feedback.
- Children see good examples from other books instead of just their own personal feedback.
- It is fully inclusive of SEND and NIA children who may struggle to read written teacher responses.

To make this as effective as possible

- Teachers must log their feedback notes in the Feedback Book after every session. Thoughts and misconceptions must be completed before the next lesson.
- Communication with TAs is vital on a daily basis so that feedback sessions are responsive.
- During moderation and scrutiny exercises, Feedback Books must be included to provide another angle of evidence.

How and what

In the lesson

- Children stick the LC SC strip into books. Include the name of the subject and the skill number(s) to be assessed. (see appendix 1)
- Encourage self/peer marking where possible.
- TAs make notes on post-it note or on own grid/notebook to support Teacher assessment later.
- Where possible, Teachers should 'helicopter mark' by rotating around the lesson for immediate impact on learning.
- Children complete SC and feelings face. Circle the name of the person leading the learning.

At the end of the lesson

- Teachers review the work in books of all groups.
- Use marking symbols to pick out some errors on a page (where needed). (See Appendix 2.)
- Put a tick at the end of each piece of work reviewed. Other ticks can also relate to the SC.
- Complete LC SC with colours and feelings face for remaining books.
- Make notes in Feedback Book. One page to be completed for each lesson. Make clear notes on misconceptions and next steps. Try to include information on groups and individuals.
- Put stickers in books for positive praise and presentation. 'Search for a star'. (see Feedback session for more detail)
- Prepare resources, questions, screens, examples for Feedback session.
- Feed back the findings to TAs before the lesson and explain what the feedback session will include. Use Feedback book as the basis for the conversation.

Feedback

Feedback will last approximately 10 minutes at the start of the next lesson, before any other starter or viewing of the LC SC. If the session needs more than 10 minutes to complete, consider whether it is a misconception or a re-teach that needs a full lesson.

First children will look in books to 'search for the star'.

1-3 children receive a smiley face sticker for presentation, (in the margin, next to the best example from the prior lesson) and 1-3 children receive a star for good example of the skills required in the lesson.

These books are modelled to the group as good examples, using iPad Mirroring for larger groups.

In practical lessons it may not be applicable to give out a smiley face presentation award. However, these may be given out for oral presentation skills.

When books are not used, stickers may be stuck onto the child's jumper during feedback sessions.

All children have achieved the SC well.

In a few sessions, no feedback may be needed. This is acceptable, although you may choose to use the time to deepen understanding.

Possible challenges might be:

- Checking the meaning of new vocabulary
- Saying what is wrong with a given sentence
- Explaining which sentence is better because
- Completing an 'explain why' question
- Be the teacher challenge
- A child modelling for the group as revision

Some children have achieved the SC.

- ✓ Model main misconceptions, eg. Correct a sentence on the board, recap how to punctuate speech correctly, demonstrate how to select the correct tense.
- ✓ Children should join in with discussion and may make notes on whiteboards.
- ✓ They could then complete a further question or example in their books, at the end of the piece of work using green pen. KS2 children could find and correct an example from work in the previous day.
- ✓ Work can be completed at the end of the piece of work in green pen, or on whiteboards. If there is no book evidence, it will be evident whether the feedback has been successful in subsequent pieces of work.
- ✓ Some children may have completed all of the SC in a group where the majority have not. These children could complete another task independently or with TA, but it would also be beneficial for them to join with the main group in order to support discussion and have the opportunity to embed their own understanding.

Very few children achieved the SC

Feedback may not be most appropriate. Consider a re-teach session, using knowledge of misconceptions for the Feedback Book. Begin lesson with starter and LC SC as usual.

Feedback sequence

(About 10 min, but may be longer depending on the concept, or for intervention outside the session.)

❖ Praise and share
❖ Re-teach misconception
❖ Children complete task in green pen in books or on screen feedback with no individual task in books.

In the Foundation subjects, Feedback will focus on 4 key areas

- A **misconception** within understanding of the task
- **Key vocabulary** – explanation, discussion or recap of key subject-specific vocabulary from the lesson, eg Be the Teacher to Correct spellings, hangman game, give definitions, put it in a sentence
- **Retention of facts** – Can they remember and revisit key information, as a quiz, cloze passage, brainstorm, clue from an image?
- **Explanation** of task or activity using resources to support children who were absent in the last lesson.

Monitoring

If this system is more successful than traditional marking, children will:

- Have a more detailed understanding of their misconceptions in learning because they are explained to them in detail
- Have the opportunity to interact with their feedback
- Be given the chance to make improvements or follow models
- Be able to use their new skills in subsequent lessons

- Benefit from more focussed teaching time, as less time is spent writing comments
- Learn to search for errors and opportunities to edit and make improvements in their own work, therefore making them more effective learners.

Remote Learning



Work will be provided through **Google Classroom** and children will be given feedback between 8.45am and 3pm on every piece of work completed. Feedback could be a comment on progress or next steps, or a mark out of 10, depending on the age of the child or the task given. Teaching assistants will assist with feedback for groups or individuals allocated by the teacher.

A relevant page will also be completed in the feedback book – on the day that the work was assigned. This will help us to determine which children are completing work on a daily basis.

An SLT member will contact families of the children who are not regularly completing remote learning tasks. If necessary, arrangements will be made for paper versions of the work to be sent home and these children will receive feedback via a phone call where necessary.

Greenbank Feedback Policy - Appendix 1



Year 1 (to use up to end of Spring Term Y1)

Date:				
Science Skill 8		Success Criteria (Successful Shahid)		Teacher
S I P/W V	L.C			
	HOD SW LW			

Key Stage One (Y1 Summer Term)

Date:					
Science Skill 8		Child	Success Criteria (Successful Shahid)	Teacher	
Learning challenge (Learning Lucy)					
S I P/W V	L.C				
	HOD SW LW				

Year 2 and Key Stage 2

Date: Science	 Self Assessment 	
Learning challenge	Child	Success Criteria
S I P/W V		
Skill 4.10 Can you		
HOD SW LW		

Greenbank Feedback Policy - Appendix 2

Marking Codes

Correct work	✓
Incorrect work	⊖
Spelling mistake (squiggly line)	becos
missing word	I went shop. /
punctuation missing or incorrect	Why are you late ↓ I like my cat ↓
new paragraph	... stroked the kittens. // Suddenly he saw...
word(s) not required	First you and join together
word in incorrect position	Next the string cut ↖
tense (underline)	He <u>drawed</u> a picture
upper/lower case letters	His <u>E</u> yes are bright