



SCHOOL POLICY

Feedback & Marking Policy



Policy Revision Date	1 September, 2020
Review Frequency	Annual
Date Policy Due for review:	September 2021
Role / Author	AHT/Sarah Taylor
Governing Body Committee/HT	HT
Date of GB Meeting/HT review for approval	05.10.20
Due with Clerk to Governors (where applicable)	Not applicable
Governing Body/HT Approval Date	05.10.20
Next Review date	September 2021
Status (draft / approved)	Approved

Note:

Please ensure tracked changes are used to highlight changes from the last approved version. The document status should be 'Draft'.

Once the changes have been approved by the Governing Body, the tracked changes can be accepted and the document status changed to 'Approved'.

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Policy Review

The following list must be completed prior to submission to the relevant Governing Body meeting/HT for approval.

Links with other Policies	Teaching & Learning Policy, Home Learning Policy
Model or Locally Produced	Locally produced
Are changes to model policy or previous policy clearly identified (e.g. track changes)	Yes
In the view of the HT is the policy related to High, Medium or Low Risk activity to the school	
What are the likely consequences to school of non-compliance	
Are the governors/SLT accountabilities clearly identified	Yes
Are other accountabilities clearly identified	Yes
Are there any particular issues/risks associated with implementation/operation of policy	Ongoing professional development through the school year to embed the strategies in the policy.
How will policy effectiveness be evaluated	Monitoring in line with the SIP.
How will HT report to governors on effectiveness and when	Through Curriculum and Standards meetings and Governor Monitoring.
When will the policy next be due for renewal (for statutory compliance)	01.09.2021
Does the policy impact on available resources	No



1. Our Feedback Philosophy

We believe that feedback is a fundamental part of the teaching and learning process. We recognise the importance of feedback as an integral part of the teaching and learning cycle, and aim to maximise the effectiveness of its use in practice. This policy is written with research surrounding effective feedback in mind.

The focus of feedback should be to further children's learning therefore;

- Feedback should empower children to take responsibility for improving their own work; it should not take away from this responsibility by adults doing the hard thinking work for the pupil.
- There is no expectation for adults to write in books. Written comments may be used for children who otherwise are unable to locate their own errors, even after guided modelling by the teacher or require specific support.
- There is an expectation that adults will plan for regular feedback opportunities in lessons. Children should receive feedback either within the lesson itself or it in the next appropriate lesson. The 'next step' is usually the next lesson.
- Feedback is a part of the school's wider assessment processes which aims to provide an appropriate level of challenge to pupils in lessons, allowing them to make rapid progress.

This process enables us to address misconceptions and move learning forward for rapid progress as well as celebrate success.

2. Verbal Feedback

'Feedback is (incisive) information given to the learner and/or teacher about the learner's performance relative to the learning goals which then redirects or refocuses either the teacher's or the learner's actions to achieve the goal.' The Sutton Trust report (2011)

We recognise that there are different ways that a teacher may give feedback to and receive feedback from pupils which will be appropriate at different times.

- The teacher gathering feedback from teaching within the course of the lesson, including mini-whiteboards, bookwork, etc.
- Gathering feedback at planned points in the learning or at the end of a lesson or activity, which provides an opportunity for evaluation of learning in the lesson.
- Peer feedback is also valuable in the learning process.

This may be to individuals, small groups or to the whole class.

There will be feedback opportunities in all lessons and will take different forms. Including:

- Questioning opportunities to check what the children have understood. This may re-direct the focus of teaching or the task.
- Direction or input from the classroom adult to move the learning forwards (address a misconception or increase the challenge).



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- Self or peer- assessment against an agreed set of criteria.
- Use of the visualiser to share good examples or work through an error.
- A quiz, test or score on a game. This includes low stakes quizzes to revisit previous learning.
- For writing in particular, often a part of the next lesson may be spent giving feedback to the class about strengths and areas for development, and giving time for development areas to be worked on and improved through proof reading and editing work.

These may be to individuals, small groups or to the whole class.

3. Feedback and daily assessment

As part of the teaching and assessment process, teachers will regularly use the simple Daily Assessment for Learning Marking Sheets (see appendix a) to assess learning at the end of a lesson. The sheets may be completed as the lesson progresses and all classroom adults will be expected to contribute towards this. Feedback gathered from the children during the lesson, will inform the structure and content of the next lesson. For example: group teaching, individual feedback, extended learning, praise or whole class feedback. This will also support teachers to make accurate judgements about the progress their class is making.

4. Marking in books

There is no requirement for adults to write in books unless they feel it is appropriate to do so. Written comments may be used for children who otherwise are unable to locate their own errors, even after guided modelling by the teacher or require specific support.

There is an expectation that students are given the opportunity to reflect on their own learning at the end of a lesson, which may include self-marking opportunities. Children will write in red.

5. Spelling

Spellings will be marked for the majority of our pupils as follows:

a. Year 3

All pupils will have access to the Y2 word list that includes HFWs. The Year 3/4 word list will also start to be introduced. A maximum of six spellings will be picked up when giving feedback for one piece of work, with a specific focus on these words. The child should then correct the word.

b. Year 4

All pupils will have access to the Y2 word list that includes HFWs. The Year 3/4 word list will be built on from Year 3. A maximum of six spellings will be picked up when giving feedback for one piece of work, with a specific focus on these words. The pupil should then self-correct or the word will be written in the margin for them (depending on each individual pupil).

c. Year 5

All pupils will have access to the Y2 word list that includes HFWs and the Year 3/4 word list. The Year 5/6 word list will also start to be introduced. A maximum of six spellings will be picked up when giving feedback for one piece of work, with a specific focus on these words. The pupil will then self-correct or the word will be written in the margin for them (depending on each individual pupil).

d. Year 6

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All pupils will have access to the Y2 word list that includes HFWs and the Year 3/4 word list. The Year 5/6 word list will also start to be introduced. A maximum of six spellings will be picked up when giving feedback for one piece of work, with a specific focus on these words. The pupil will then self-correct.

6. Presentation

Pupil will be taught cursive handwriting at the beginning of Year 3. Cursive handwriting is the expectation for all year groups. Teachers should model handwriting expectations at all times.

7. Maths

Presentation in maths books will enable pupils to show a clear process when solving problems. One digit or symbol will be written inside one box and all lines will be drawn with a ruler.

All pupils will be expected to present their work as neatly as possible at all times. If the teacher feels that a pupil has not presented their learning to the best of their ability, the pupil will be expected to do the work again.

8. Monitoring

SLT and Year Leaders will monitor presentation, feedback and marking in books according to the school's monitoring plan in the SIP.

9. Celebration of Learning

Learning will be celebrated through;

- Displaying of work
- Sharing their exemplary work under the visualiser in class as a WAGOLL (what a good one looks like)
- Headteacher and Assistant Headteacher award certificates for excellent effort and outcomes
- Postcards home to notify parents of excellent efforts, attitudes and learning outcomes
- The award of trophies that are presented to children who show exceptional progress in their learning, music or show an outstanding contribution to the local community or school life.

10. Feedback of Policy

Talk to SLT if you have any questions about the new revised policy.