



St. John's Primary School



Marking and Feedback Policy

"Education must develop every child's personality, talents and abilities to the full."

Article 29 United Nations Rights of the Child

*Thinking
Learning
Caring*

In early 2018, Teaching School research took place to support a reduction in workload. At the time, indications were that, for example, the marking of longer pieces of writing was taking between 6 and 9 hours for a class of 30 children. We as Senior Leaders at St John's School recognise that this is unreasonable and, thus, the policy needs to reflect a reduction in workload.

We believe that 'marking' should be as immediate as possible, forming a feedback loop that impacts directly on pupils' work and understanding. To achieve this, we promote the use of a series of formative assessment strategies that will positively affect pupils' work and development across subjects and within individual lessons. We believe that carrying out these strategies will have a bigger impact than repeated lengthy written comments in books. This will also have the additional benefit of supporting teachers' workload.

Formative Assessment

Formative assessment is a powerful vehicle for focusing on effective learning and consists of the following components:

- Sharing learning goals with pupils
- Providing high quality working examples in and around the classroom
- Providing feedback which gives recognition and praise for achievement
- Identifying targets and next steps in learning
- Involving pupils in self-assessment and peer assessment
- The active involvement of pupils in their own learning
- Suggesting strategies for improvement to individuals
- Effective questioning
- Adjusting teaching to take account of the results of assessment
- Motivating every student to improve

Learning Objectives and Success Criteria

Feedback- whether teacher to child, child to teacher or child to child- needs to be based on clear understandings about the learning objective of the task and related success criteria. Learning objectives and success criteria must therefore be clear right at the planning stage. These success criteria must be process based, brief, succinct and limited in number. At St. John's, children are clear about the objective of each lesson and how their successes can be measured. Teachers make success criteria explicit to pupils throughout the lesson and the extent to which pupils have met these success criteria is measured by both teachers and pupils at the end of the session. Teachers understand, using SMART (Specific, Measurable, Achievable, Realistic, Time-related) success criteria, that there is a distinct difference between what is to be done in a lesson and what is to be learned.

Classroom Feedback Strategies

Use of Questions

Questioning is at the forefront of formative assessment. It is the key tool in responsive teaching, with evidence highlighting its role in securing strong pupil outcomes. Teachers need feedback from multiple pupils to gauge the success of their teaching. Rosenshine's research (2012) shows that effective teachers ask more questions from more students in greater depth; they check for understanding, involve all learners, explore thinking processes and misconceptions, and interrogate correct answers. This is how teachers uncover misconceptions and challenge pupils to deepen understanding. Questioning takes many forms. We promote the following strategies:



- Cold Call/Lollypop Stick: This is a 'no hands up', dialogic approach that keeps all pupils engaged. This makes feedback meaningful so that teaching is responsive to pupils' needs and levels of understanding.
- Tiered Questioning (**Walkthru Focus**):
- No Opt-Out: This allows teachers to return to pupils who get an answer wrong so they can show their understanding. It can also be used to engage pupils who refuse to answer to help establish a culture of academic learning and rigour.
- Think, Pair, Share: This allows all pupils to engage in a structured discussion that provides an opportunity to think generatively, share ideas and rehearse answers.
- Whole-Class Response: This allows the teacher to access responses from every pupil to get an overview of class understanding.
- Check for Understanding from others (**Walkthru focus**): This dialogic approach seeks to uncover the extent of understanding from a range of pupils to determine whether to explore, reteach, defer or move on.
- Say It Again, Better: This allows teachers to set academic expectations for verbal responses and pupils to develop greater levels of success by adding depth, accuracy or sophistication to initial answers. It can also be used to develop grammar.
- Probing: By asking multiple, linked questions to a few pupils, teachers can promote deep thinking and allow pupils to make connections.
- Process Questions: By seeking out the 'how and 'why', teachers can develop pupils' metacognition, deepen their understanding and help them to evaluate their responses.
- Deconstruction of an exemplar (**Walkthru Focus**):
- Hinge Questions: These are key questions that allow the teacher to know whether a teaching point needs to be developed or the class is ready to move on.
- Tune into children with limited language levels applying the strategy of 'Observe, wait, listen.' We aim to tune in and extend using children's language structure as our base

Circulate

While pupils work, the teacher (and other available adults) will circulate the room to monitor pupils' responses. During this time, adults can address mistakes and find examples of errors that they can use as discussion points to develop learning or address misconceptions. Any corrections will be undertaken by pupils.

Showcase

Pupils' work is displayed (via a scanned Image, digital device or written onto the whiteboard) to support discussion about its merits or the errors it contains. Editing that follows a 'showcase' will be completed. At St. John's School we have developed a positive classroom culture so that pupils feel safe and build resilience. Pupils understand that mistakes happen when learning new things and that they are an extremely beneficial aspect of the learning journey.

Live Marking

This is the most manageable form of marking and feedback for teachers. It could also be argued that it is the most meaningful for pupils. The Education Endowment Fund suggest that Oral Feedback is more effective than Written Feedback (<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback>) . Live Marking provides the opportunity for children to become effective learners through regular dialogue between the pupil and teacher at the point of learning. This type of marking and feedback is the one we use most at St John's School as we – and the children - feel it is the most effective and of most value. It is always done with reference to the learning objectives and SMART related success criteria, with the intention of progressing learning at the time. Feedback will always



include information and advice on how the pupil can improve the work so that it comes closer to achieving the stated learning objective. Verbal Feedback does not need to be recorded on the work.

Peer and Self-Assessment

We aim to involve the children as far as possible in the analysis and constructive criticism of their own work. This is a gradual process, built up over the years. The first stage is to get children to mark their own work, leading on to peer-assessment as they become confident with the process. The children can highlight the best examples of successes and draw the attention to the areas they felt stuck on or think they didn't achieve quite as well.

Stage 1- Children who are not yet meeting age-related expectation can identify their own successes with ease if the learning intention is clear. Pupils are encouraged to identify the best elements of their work and share these with another child, a small group and sometimes the whole class. This helps to increase self-esteem and focuses on the positive elements within a piece of work.

Stage 2- When pupils are confident at stage 1, they can begin to identify areas in their work where improvements could be made. The pupil can then work with a talk partner, or an adult, to effect an improvement.

Stage 3- Children identify an area to be improved and make the improvement as part of the lesson. This can also work with pairs, especially when paired discussion is part of the class culture.

Group Study of Walkthru Material and the Impact on Feedback

"All teachers ask questions and give feedback. However, there can be a significant range in the extent to which these practices have an impact on securing deeper learning with all students in a class"

Questioning and Feedback- WHAT section- Teaching Walkthrus- Sherrington and Caviglioli

At St. John's we invest time in the exploration of the repertoire of effective questioning techniques, outlined in the Teaching Walkthrus Book, that form the default day to day practice in any classroom. These add to our *"Classroom Feedback Strategies."* These techniques enable all teachers at St. John's to gain a firm understanding of how well the pupils are learning and offer feedback techniques to help children move forward and deepen understanding.

We do this fortnightly in the form of a "role played" lesson, led by a Senior Leader. We do this through the "See It, Name It, Do It" Model- The teachers see the techniques in action, we name what we see at a granular level then this is taken into the classroom and is "done!" These techniques are then identified as part of our monitoring process.

Post Lesson "Feed Forward" Strategies

Marking in books

Senior Leaders at St John's do not expect teachers to acknowledge pupils' work with a daily 'tick' or 'stamp'. Instead, all reflections of pupils' work will feed into future lessons and support strategies. This is a learning culture that we believe has the greatest impact on pupil progress.

Feedback should provide clear, actionable steps for improvement. Teachers should use their understanding of individual pupils to use feedback motivationally. It will form part of a scaffold that develops pupils' metacognition and independence. At St. John's we encourage staff to consider the "Bloom's Taxonomy Teacher Planning Kit" to support them in questions that can "feed forward." (Appendix 3)



Feedback may be framed in the form of follow-on tasks that provide an opportunity for pupils to redraft or re-do a previous task; rehearse or repeat aspects of a task to build confidence or fluency; revisit a concept after re-teaching; retrieve and relearn key facts; or use additional research to develop their work by applying a wider range of ideas. **Where a question or task is posed, there will be a child response to the marking.**

If a teacher chooses to add written comments, this will be done in using the conventions of standard English. There is an emphasis on improvement comments, focusing on concepts, skills and knowledge. Marking always takes account of the learning intention and its associated success criteria.

Teachers will provide answers for quizzes (e.g., retrieval), basic skills activities (e.g., arithmetic and reading starters) and short tests (e.g., spelling). Pupils will self-mark and self-correct these.

In writing, teachers will mark each independent writing piece prior to a final editing session. These will be marked with a system that guides pupils to look for specific mistakes/errors in punctuation, spelling and sentence grammar; indicates specific sentences for rewriting; and highlights specific points for further development. This guidance will maintain the integrity of the writing in terms of its independence so that it can be used for the purpose of summative assessment.

Regularity of Written Marking

At St. John's there is no expectation around how often teacher's write feedback into a book. Guidelines are in place and include:

- Written marking is expected across all subjects
- Extended pieces of marking are individually marked to include clear, actionable steps for improvement

Whole Class Feedback

Whole-class feedback may be used as an effective tool to support pupils' independent editing of their work. This is based on an overview of recent work, with the teacher noting general strengths and weaknesses. These reflections will be discussed with the class – along with examples of work that will be used as models of excellence (*Deconstructing an Exemplar*). Pupils will use this feedback to make immediate improvements.

In maths and writing, teachers will keep a record of 'feed-forward' summary points. The formative assessment strategies noted above will mean that teachers have a good understanding of pupils' individual needs, with specific aspects of learning being addressed within lessons. The role of the record is to ensure that teachers reflect on pupils' work, and it will act as a guide for whole-class feedback and link to support mechanisms for groups of pupils within the class (e.g., pre-teach, Fix-It sessions, Pupil Progress Meetings etc).

Whole Class Maths Feedback Sheet- Trial

In maths we have explored and are "trailing" the use of whole class feedback sheets (**Appendix 2**). These were established after reading "[Giving feedback the 'Michaela' way](#)". This explored "the gap" between heavy workload of written feedback and no written feedback, examining how the teacher remains accountable.



Change History

| Version | Date Issued | Issued by | Reason for Change | Presented To | Approved by: | Date |
|----------|----------------|--------------|--|--------------|--------------|------|
| Original | September 2016 | Jess Doyle | Introduction of Coded Marking | Whole School | | |
| 0.2 | March 2023 | Jamie Hazley | Change in Policy in line with EEF Findings- Removal of Codes | SLT | | |



Appendix 1- Verbal Feedback Sentence Stems/ Prompts

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| Motivational phrases to encourage children to recognise what's good about their work | <p>Let's take a look at what's good about this...</p> <p>I really like this idea, because...</p> <p>Ooh, that's a great way of...</p> <p>I hope you continue to use that.</p> <p>That's a brilliant idea. Any others?</p> <p>Why do you think I chose that one?</p> <p>Let's go for...</p> <p>Excellent. Now see if you can...</p> |
| Phrases to encourage "magpie-ing" from modelling, examples and WAGOLs | <p>Could you use...?</p> <p>Let's bank that one.</p> <p>You can magpie that from my example on the board.</p> <p>Jot some of these ideas down as we go along.</p> <p>Think back to ____ and save that.</p> <p>Make certain you jot that down somewhere to remind you to use it from now on.</p> |
| Phrases to encourage looking more closely/ thinking/speaking further | <p>How else could you do this?</p> <p>What do you think would work?</p> <p>What might you do here...?</p> <p>Keep going.</p> <p>What else could we have?</p> <p>Just think about that for a moment.</p> <p>The first thought not always the best thought. Have another go.</p> <p>Push yourself. It's going to be much more powerful if...</p> <p>Now let's think about this...</p> <p>We could say/do but I think we could do better than that.</p> <p>Do you think we should say or ...?</p> <p>Can you say a little more about that?</p> <p>What is that most important thing that is needed here?</p> |
| Phrases to encourage children to check and evaluate their work | <p>Let's just read that and see how it sounds</p> <p>Let's reread it and that may help you to do the next part</p> <p>Are you pleased with...?</p> <p>Can you spot...?</p> <p>Now what is needed...?</p> <p>Does it all fit together logically?</p> |
| Phrases to add in extra challenges | <p>Now try...</p> <p>Now let's think about...</p> <p>What could we use to ...?</p> <p>How could we make this more...?</p> <p>We've got ----- what else do we need? What could follow? You tell me.</p> <p>How can we make _____ more interesting?</p> <p>See if you can get a list/diagram/table going now.</p> |
| Keeping it pacy | <p>Quick! I need the next sentence/another fact/piece of information.</p> <p>You've done that – what's next?</p> <p>One minute to...</p> |

St. John's Weekly Maths Group Feedback Sheet

| | | |
|-----------|-----------|------------|
| Monday | To Extend | To Support |
| Tuesday | | |
| Wednesday | | |
| Thursday | | |
| Friday | | |

Area of Learning:

Date:

Ability to Recall and Apply Rapidly (Fluency)

Ability to Solve Problems Applying Skills (Problem Solving)

Workings Ability to integrate maths knowledge into real-life and everyday problems (Reasoning)

Next Steps

Misconceptions

Additional Comments

Knowledge

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| What is it called? |
| Who were the main...? |
| Can you select...? |
| Where does ____ come from? |
| How is...? |
| What do you know about...? |
| What types of ____ are there? |
| Where does it say...? |
| When did ____ happen? |
| Can you remember...? |
| How many...? |
| Who is...? |

Comprehension

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| Can you write in your own words...? |
| What do you think about...? |
| What do you understand by...? |
| What do you think...? |
| Why did...? |
| How is ____ feeling...? |
| What are the key features? |
| Can up summarise...? |
| Can you compare...? |
| What motive is there for...? |
| Can you explain...? |
| What is the difference between...? |

Application

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| How could you use...? |
| What facts would you to show...? |
| How could you use this to make a...? |
| How could you organise...? |
| How could ____ be improved? |
| How can you develop _ further? |
| Knowing ____, how would you deal with...? |
| Can you use your knowledge to make ...? |
| How could you tell others about...? |
| Could this have happened in...? |
| What questions would you ask...? |
| What would you change if...? |

Analysis

Creation

Evaluation

What is the relationship between...?

Can you differentiate between __ and...?

How are ____ and ____ connected?

Is there a pattern in...?

What inferences can you make about...?

What was the problem with...?

Why did ____ occur?

What is the underlying theme of...?

What might the other outcomes have been?

Why do you think...?

What is the purpose of...?

How does ____ connect to...?

Can you propose a solution to...?

Could you make any changes to...?

Can you add to...?

Can you invent a method of...?

Can you construct a model that...?

Can you find a new use for...?

Can you design a ____ which...?

What would happen if...?

Can you propose a plan to...?

Can you compose a song about...?

How you deal with...?

How many ways can you...?

Do you agree with the outcome of...?

How would you prioritise...?

Is it better to ____ or...? Why?

If this view justified?

How would you rate...?

Is there a better solution to...?

How effective is...?

Is ____ a good or bad thing?

Can you debate whether this statement is true or false?

Can you decide on a way forward?

How would you judge the outcome of...?

What conclusion could you make about...?

