



Reach For The Stars

Effective Feedback and Marking Policy 2016

Our Motto
★ **Reach for the Stars**

Vision Statement

Our vision is to develop an inclusive school, which promotes and achieves excellence, and continues to nurture the values, confidence and skills of pupils, staff and the community, in order to meet the emerging opportunities of the 21st century.

Our vision and values support Articles 2, 12, 15, 19, 24, 27, 28, 29, 31 of the United Nations Convention on the Rights of a Child.

Articles 2/12: We respect the right to be listened to and listen to others.

Articles 19/24: We respect the right to feel safe at school and help others feel safe.

Article 28: We respect the right to learn and let others enjoy their learning.

Articles 15/31: We respect the right to join in and be part of a team.

Article 29: We respect the right to develop our potential and to do it with a growth mindset.

Article 27: We respect the right to look after our own and others property

Our Values

- ★ Striving
- ★ Teamwork
- ★ All Included
- ★ Responsibility
- ★ Success

★ **Striving**

Our aim is that we are a school that:

- **uses our Growth Mind-set (learning from mistakes and always willing to have a go)**
- **never gives up and always find ways of improving**
- **enjoys challenges and aim high**

★ **Teamwork**

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Our aim is that we are a school that:

- **encourages and supports each other to be the best we can be**
- **learns from each other**
- **listens to and respects each other's ideas**

★ **All Included**

Our aim is that we are a school that:

- **has high expectations of everyone**
- **encourages everyone to take an active part in learning and life of our school**
- **nurtures and celebrates what makes each and every one of us unique**

★ **Responsibility**

Our aim is that we are a school that:

- **takes ownership of the choices we make**
- **takes ownership/charge of our own learning**
- **looks after each other and our school**

★ **Success**

Our aim is that we are a school that:

- **provides an education that encompasses academic, creative, social, emotional, physical and cultural development.**
- **celebrates our efforts and achievements.**

Equal Opportunities and the Single Equality Scheme

We believe that all those who work in Osmani - children and adults - have the right to be treated fairly and with respect by everyone connected with the school.

We aim for Osmani to be a safe, supportive place, where all children and adults feel valued as individuals, whatever their **ability, age, disability, gender reassignment, marriage or civil partnership, pregnancy & maternity, race, religion or belief, sex and sexual orientation.**

The school aims to foster the social and personal skills of co-operation, sharing and mutual respect.

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Why we give feedback to children

At Osmani we believe that it is important to give children effective, consistent and regular feedback in order to;

- celebrate children's successes
- motivate children to become better learners
- assess where children have been successful and to give specific improvement suggestions to enable them to recognise the next steps in their learning and how to take them
- assess whether our learning intentions have been successful or not and to adapt our planning and teaching to meet the needs of the children

When we give feedback

We believe the most effective form of feedback is verbal feedback given at the point of learning.

All class teachers and TAs must give verbal feedback in their lessons and note this down using the relevant marking codes. (*Appendix 1*)

All children's books that have not been marked at the point of learning in the lesson must be marked diagnostically after each lesson.

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Types of feedback

Effective Marking and Feedback During the lesson

There is the same expectation for marking in all subjects.

During each lesson:

- One group marked at point of learning by CT
- One group marked at point of learning by TA

Marking as the point of learning involves giving effective verbal feedback. This is achieved by:

- Giving verbal feedback to children that is related to the learning intention and success criteria, during the lesson
- Giving verbal feedback during the lesson, that gives specific improvement suggestions about the child's work that helps him/her to move from what they have achieved to where we want them to achieve e.g. *"To improve these two long sentences use some noun phrases such as 'old craggy features' 'thin tight lips' 'grating voice' "*
- Intervening at the point of learning, modelling examples in a child's book.
- Noting the feedback down in bullet points in the child's book using VF or TI. (see examples in Appendix1)

Effective feedback can also be delivered through:

- peer and self-assessment by the children
- mid lesson review
- end of lesson review

Remote Marking

The rest of the children's books must be marked diagnostically.

The teaching assistant must also mark an additional group's books after the lesson. Additional teaching assistant hours have been designated after school so that this can take place.

Where children have peer or self-assessed, the CT or TAs must check and acknowledge the children's assessments using the Mission Accomplished stamper.

The next day's plan will then be adjusted accordingly by the class teacher in light of any misconceptions that have been identified or to stretch children's learning further.

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Additional ideas about when to remote mark

All CTs will be taken off the Assembly timetables. This gives you 15 extra minutes to mark books.

15 minutes at the end of the day. Class teachers or TAs can alternate between reading the class novel to the class or conferencing 1:1 or assessing work with individual children.

Class teachers can mark books during music lesson run by specialist music teachers. The CT needs to sit at the back of the hall and mark books while their TA sits with the class.

How adults note down the feedback in the children's books

All adults use a red pen when marking, not pencils or felt tips.

WE DO NOT WRITE IN THE MARGINS

The specific learning intentions and the success criteria for each lesson are used as the basis for noting down the feedback on the children's work.

Notes can then be made at the point of intervention or feedback or at the end of the piece of work to indicate the nature of the support. This can then feed back into the next session's planning. It provides a means of communication between the teacher and teaching assistant as well as providing guidance for the pupil.

The **VF** marking code is used next to the specific improvement or suggestions to improve the child's learning.

The **TI** marking code is used where an adult has intervened at the point of learning owing to a misconception and modelled examples in the child's book.

TM for target met. This is when the child is secure with the new skill taught and can work independently without adult support. The child has been able to achieve all the success criteria. The child will need more challenging work in the next lesson. They will also require a next step in learning that is more challenging. (*Refer to the section below on Next Steps in Learning.*)

TPM for target partially met. This is used when the child has met only some of the SC or the child needed support to achieve the LI. This would indicate that the work has been matched at an appropriate level of challenge.

The child may need additional support for the next lesson, or to be in the next day's small teaching group or pre-teaching group. During 'Fix It Time' they

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may need to be part of a focus group or their next step in learning should focus on the specific area that needs improving.

TNM for target not met. The child was only able to achieve some of the success criteria with adult support or the child did not achieve any of the success criteria independently. When a child receives this, it means that the work has not been matched appropriately as it is too challenging for them.

In the next lesson the child will need specific work that is matched to their achievement level. They would require additional input outside of the lesson.

In order for children to visually see if they have met the Learning Intention and to identify their next steps in learning, a system of highlighting is used: Tickled pink is used to highlight their best example of achieving the Learning Intention.

Green for Growth is used to highlight an example that needs improvement relating to the Learning Intention. This is then improved using the next step. Only adults use the green and pink highlighters in books and they are used in English, Maths, Topic and RE books.

Next Steps in Learning

Through marking and feedback, a child's next steps in learning should be identified. A comment should be written to indicate the **next steps** the child needs to take in order to improve or extend their learning.

If the next step involves an improvement to the child's work, the area for development should be highlighted in green. This will help the child know which specific area to focus on.

Correcting a specific part of the success criteria

Change to past tense/1st person

Change/add in an adjective

Scaffold prompt question

Question - *Can you describe how this person is a good friend?*

Directive - *Describe something that happened that showed they were a good friend.*

Unfinished sentence - *He showed me he was a good friend when he.....*

A concrete example prompt

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“Choose one of these for your story” *He is a good friend because he never says unkind things.*

My friend is a friend because she is always kind to me.

This can act as a stimuli for the child and they may choose to use their own words or phrases.

Moving learning on

If a child has met the learning intention, they will need to move onto the next *Now can you...*

An explanation of learning

This can be used to extend a child’s understanding by reflection on the processes or strategies that they have used during a lesson. This is particularly important for children at a ‘Mastery’ stage in their learning.

Fix It Time

The first 5 minutes of each lesson will be used for ‘Fix it Time’ so that children can respond to next steps. If a child have completed their next step before the end of the time, the must check back over their previous learning to ensure that all of the next steps have been achieved. This will be indicated by a ‘Mission Accomplished!’ stamp. Where the Mission Accomplish stamp has not been awarded, the children will need to correct any errors. (Again, this may require adult support as part of a focus group if a misconception still exists or it may feed into the whole class teaching if many pupils have the same error.)

Sometimes children will need to be part of a focus group during Fix it Time to address any misconceptions or move learning on before the next lesson begins. The teacher, teaching assistants and learning support assistant can take a group of children or work with individuals during this time.

For some next steps, children will require longer to respond. This will be down to teacher’s professional judgement.

Adults responding to children’s next steps

Once a child has responded to a next step, it must be checked to ensure that any further misconceptions are addressed. This could be during Fix it Time, when marking later at the point of learning or following the next lesson.

When the adult identifies that the learning Intention has now been met, they will use the ‘Mission Accomplished!’ stamper. This will let the child know that they have achieved the intended outcome. If the child has not been awarded a Mission Accomplished stamper, the teacher will either:

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- Provide further clarity on what is expected through verbal feedback or a short written comment.
- Address the misconception at the point of learning if it is identified then.
- Address the misconception during the next lesson as part of whole class, group or individual teaching.

Acknowledging children's peer and self assessment

Class teachers and TAs must check the peer and self assessment that has taken place. This is in order to acknowledge the assessment that has taken place, agree with the improvement suggestions and to offer any further improvement suggestions.

e.g. *I agree. Also try more adverbial phrases as your sentence openers such as 'Walking slowly...'* Any advice given should be either verbal or in the form of a next step.

Grammatical errors: Teachers should identify the sentence and then go through the mistake with the child. This can be done verbally or by intervening in the child's book and modeling the correct way to write the sentence.

Spelling errors: Use the **SP** code and write the **correct spelling at the bottom of the piece of work**, ensuring there is enough space for the child to write underneath. Children should then copy the word 3 times underneath. Teachers should only focus on 3 or 4 spelling errors per piece of work. Please do not highlight spellings using the green highlighter unless it is the specific focus of the next step.

Presentation

It is important that all adult model good presentation and handwriting to the children in every piece of writing that they model. If work is not presented in the expected way, children will be asked to re-do the work so that it is of the expected standard. All adults should model using Nelson cursive handwriting. *(See the Presentation Policy for further details.)*

Work marked by someone other than the class teacher must be initialed by that person.

ST = supply teacher or student

OA = other adult followed by their initials

*See Appendix 1 for further information on **Feedback Codes**.*

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Early Years

Wow books in Nursery and Reception are marked using the following codes from this policy:

- Next Steps
- Mission Accomplished stampers
- Self-Assessment using speech bubble cutouts with the children's comments inside

There are also a number of feedback and marking strategies which are particular to the Early Years setting:

- Parental Engagement stamper when parents have contributed to the Wow book
- Long and short observation records
- Recording the area of learning and date next to pieces of work
- Adults writing children's comments about their learning and other observations about the learning.

See the Early Years policy for further details

Appendix 1

Editing and feedback codes

| Feedback Codes | | |
|------------------------------|---|---|
| Code | Feedback Codes | What it means; (For children below L1b) |
| Code | What it means; (for children working above Level 2) | What it means; (For children below L1b) |
| Tickled Pink | Work highlighted in pink means that this part is a great example that meets the LI. The children should be able to explain why this particular part has been highlighted. | Work highlighted in pink means that this part is a great example that meets the LI. The part highlighted should focus on a very specific skill so that the child can clearly identify why it meets the LI. |
| Green for Growth | Work highlighted in green means that the child needs to improve this part. The next step will guide the child in how to move their learning forward. | Work highlighted in green means that the child needs to improve this part. The next step will guide the child in how to move their learning forward. The part highlighted should focus on a very specific skill so that the child can clearly identify why it meets the LI. |
| TM | Target Met This is when the child is secure with the new skill taught and can work independently without adult support. LI met and the child has been able to achieve all the success criteria and at times extend and improve their work independently. The child will need more challenging work in the next lesson matched to their achievement level. | Target Met This is when the child is secure with the new skill taught and demonstrates this with some adult support. The child will need to be expected to begin working independently in future planned lessons. |
| TPM | Target Partially Met This is used when the child has partially met the LI and only achieved some of the SC. Or the child couldn't work independently and needed some support to achieve the LI. In the next lesson the child will need specific work that is matched to their achievement level and either; pre-teaching, support to finish off or additional support in the lesson. | Target Partially Met This is used when the child has partially met the LI but was reliant on adult support to do so. In future lessons the child will need to have an opportunity to rehearse and consolidate in order to work more independently. |
| TNM | Target Not Met The child was only able to achieve some of the success criteria with adult support or the child did not achieve any of the success criteria independently. In the next lesson the child will need specific work that is matched to their achievement level. The child will need additional support for the next lesson, or to be in the next day's small teaching group or pre-teaching or support to finish off their work. | Target Not Met. Despite appropriate adult support the child struggled to understand the concept or acquire the new skill. The LI will need to be revisited and taught in a way that the child can access with the appropriate support. |
| SP | Write the correct spelling out three times. Children in KS1 may be given the spelling but by KS2 they will be expected to look up the spellings in a dictionary or from a word bank. | |
| VF | Verbal feedback from a teacher or TA/additional adult | |
| TI | Teacher or TA/additional adult intervention | |
| _____ | The Next Steps the child needs to take to improve or extend their learning | |
| Mission Accomplished! | If you see this next to your work, it means that you have met your next step. | |
| GW | Guided writing group | |
| GR | Guided reading group | |
| I | Worked independently | |
| P | Partner work | |
| PA | Peer assessment. Child has worked with a partner to collaboratively improve their work using the SC. | |

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| | |
|-------------------|---|
| SA | Self Assessment. Child has assessed and improved their own work using SC |
| OA | Any other adult |
| ST | Supply teacher. Use the code after the diagnostic marking or the Verbal feedback. |
| TA | Teaching Assistant |
| ✓ | Correct |
| Check this | An error |

| Editing codes | |
|---|---------------------------------------|
| Code | What it means |
| Sp | Spelling error |
|  | Finger space |
| // | New paragraph needed here |
| ^ | Something is missing |
| C | Capital letter needed |
| O | Punctuation missing or mistake |
| --- | Cross out. Word not needed or mistake |
| ? | Does this make sense? |

Grammatical errors: Teachers should identify the sentence and then go through the mistake with the child. This can be done verbally or by intervening in the child's book and modeling the correct way to write the sentence.

Spelling errors: Use the **SP** code and write the correct spelling at the bottom of the piece of work. Children should then copy the word 3 times underneath. Teachers should only focus on 3 or 4 spelling errors per piece of work.

Appendix 2

Examples of marking that moves children's learning on and enables CTs to assess whether the child has met the target. For further examples please see *T-drive, Assessment, Work Scrutiny Evidence*.

Children using numbered success criteria to self-assess in Year 5.

Tuesday 4th October 2016

L1: to write a diary

Dear Diary,

I am on top of the ^{world} today because I just made the Water Frame. I am the ^{most} excited person in the world! My machine is the fastest and easiest machine ~~made~~ ever made! It took me a long time to make the water frame. I had to plan it, start it and when it was finished then I tested it. My machine, which is the best in the whole entire world, is able to spin 128 threads at a time. I was astonished when I found out that! My astonishing creation was made in 1789. I am glowing with happiness as people love my wonderful Water Frame. Everyday ~~100~~ hundreds of people buy my machine. I feel like I am the star, the star which is the best. The Water Frame won't let anyone down. I think my Water Frame will make a really good difference. I am wondering if my machine will be in the future. I am still wide with excitement as I am writing my diary. I feel so ecstatic I can't explain. I wish you ~~know~~ could know how overjoyed I am.

(SC: 1) show not tell (use emotive language) ✓
2) sentence starters (ly, ing, ed, As, When) ✓
3) punctuation (!, ?) ✓
4) super 6 ✓
5) noun, who/which/where sentence ✓

(PA) My partner and I edited my work.
We think I could improve on sentence starters.



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Next steps used to move learning on in Year 2.

Wednesday 19th October 2016

LI: to edit instructions.

SPaG - Adverbs.

Slow → Slowly

quick → quickly

careful → carefully

neat → neatly ①

✓ Write a sentence

I quickly ran to to the massive field.

First, collect all the equipment that you ^{will} need for your trap.

Next, ^{carefully} put masking tape ^{around the box} so it ~~doesn't~~ break.

Then, stick the ^{equipment} ~~things~~ that

✓ Use adverbs

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