



<p>Approved by: Local Advisory Board</p>
<p>Date: September 2020</p>
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"Feedback is one of the most powerful influences on learning and achievement." (John Hattie)

At St Michael's it is important that children are provided with constructive feedback, focusing both on success and the improvements needed to develop the learning of each individual child in our school. This enables children to become reflective learners and helps them to close the gap between what they can currently do and what they need to do next to improve their work.

Feedback and marking should:

- Consistent throughout the school.
- Relate to the learning intention (subject specific).
- Involve teachers and teaching assistants working with children.
- Be positive, motivating and constructive to the children, praising achievement and giving clear strategies for further improvement responding to the child's individual learning needs.
- Allow specific time for children to read, reflect and respond to feedback and marking.
- Provide opportunities for teachers to reflect on the success of their teaching and inform future planning.
- Be written in handwriting that is legible and a model to the children.

The following strategies can be used to mark, assess and provide feedback.

Verbal 'live' feedback: It is important for all children to have verbal feedback from a member of staff as often as possible. This dialogue should focus upon successes, areas for development and to set targets for future learning, **where possible this should happen at the point of learning.**

Success Criteria Checklists can be used in all subjects and may include columns for self/peer assessment and teacher assessment. These should be differentiated where appropriate and when possible be created with the children rather than pre-prepared for the children.

Peer Marking: From KS1, children are encouraged to support each other and feedback on learning and achievement. Children should be given the opportunity to act as response partners and pair mark work. Children should be trained to do this effectively and constructively.

Summative feedback/marking: This is associated with a summary view of what a child knows and is able to do.

Formative feedback/marking: Not all pieces of work can be quality marked and teachers need to decide which pieces of work will be given more detailed attention. Acknowledgements on all pieces of work should always relate to the learning intention, recognising the effort the child has put in to being successful and not consist solely of a 'Well Done!'.

Providing **personalised quality feedback comments** directly impacts on a child's final summative judgement. These should be used frequently in **all subject areas** to extend learning.

Marking Codes/Symbols (Subject Specific)

Staff should mark using ‘Green for Good’, ‘Pink for Think’. Green pen marking will highlight particular strengths of the child’s work, relating to the learning objective. Green pen comments will challenge the child to ‘close the gap’ between what they have achieved and what they could have achieved. Useful “Closing the Gap” comments are:

- A reminder prompt – e.g. “What else could you say here?”
- A scaffolded prompt- e.g. “What was the dog’s tail doing?”, “The dog was angry so he…”
- An example prompt – e.g. “Incredible would have been another word choice for great. Can you think of anymore examples?”

Time must then given for the child respond to the written prompt. In Key Stage 2 pupils edit and respond to feedback with a green pen.

A minimum of one piece per week in English and Maths and a minimum of one in every third piece of work in foundation subjects should be quality marked. Teachers should focus first and foremost on the learning objective of the task. The emphasis should be on both successes against the learning objective and/or the improvement needs of the child.

Sp	Spelling error
VF	Verbal Feedback Given
*	Correction Needed/ Insert
Initials	I have marked this work myself
PM	Peer Marked
S	(Supported) I needed some help with my work
I	(Independent) I worked alone with good understanding
G	(Guided) I worked in a small group

Note: When covering a class, a HLTA is expected to mark the work produced by pupils with a comment, in line with our agreed marking strategies and symbols. However, it is the responsibility of the teacher to ensure they personally meet the requirements for work which is quality marked and, this should not be the responsibility of the HLTA. Likewise, all TAs should provide immediate feedback to children which is useful and should make observations on any child’s particular progress or areas for development to help inform teacher marking.