Rowner Junior School
Marking and feedback 2017

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Marking and feedback at Rowner

"Feedback is one of the most powerful influences on learning and achievement…"

(Hattie 2007)

Staff at Rowner have worked together to develop an marking and feedback system that takes into account the needs of our pupils, the criteria of Ofsted recommendations and union recommendations. Information collected from marking and feedback is used to inform planning and to identify children who may need extra support/challenge in follow up lessons.

Our positive classrooms, and growth mindset culture, enables adults in Rowner to feedback to children honestly and at the point of learning. How this looks may vary depending on the child and the intended outcome, however our marking:

- provides **meaningful** feedback to the child;
- highlights areas for development / improvements / corrections thereby enabling the child to identify clear 'next steps' providing **motivation** for learning;
- informs future planning of lessons;
- enables the teachers to record progress related to learning intentions;
- is **manageable** for both the child and the teacher
- is relevant – sometimes marking is not necessary.

Feedback is used to contribute towards summative assessment and accountability data however our teachers understand that their audience for their marking and feedback is the child.

How do we feedback to pupils?
At Rowner, all feedback is positive and motivational ("You haven't got that…yet!") and provides specific feedback in small steps (one bit of advice at a time). All written feedback models high expectations of presentation and handwriting. Where a teaching assistant has fed back, they indicate this using their initials.

Class teachers highlight elements of the work that meet the success criteria and explains why/how it does done so. *For example* "Effective adjective to describe the character." Class teachers may also highlight an aspect of the work that can be improved followed by an

appropriate reminder or prompt. All positive feedback is indicated in green and all improvements are identified with pink. The different methods of feedback, used in our school are:

Verbal feedback
This is given to children during the lesson, at the point of learning. Verbal feedback may be individual, group based, or to the whole class. Where this has happened, a (VF)
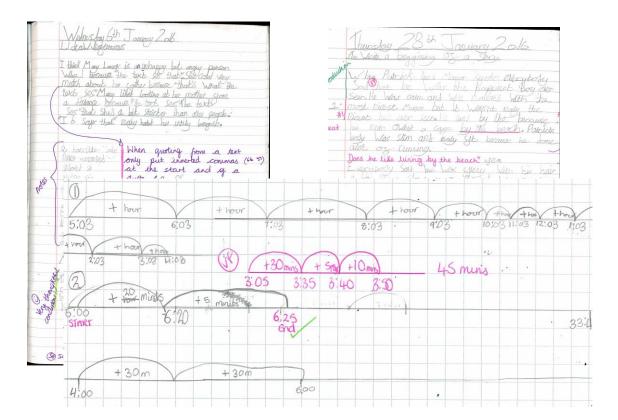
is added to piece of work. Class teachers, teaching assistants and children may choose to record what was included in the feedback.

Developmental feedback

At least once a week pupils are expected to have their work marked with developmental feedback in English and maths. Deeper marking provides more detailed feedback for assessment purposes. This includes marking of skills and concepts taught elsewhere, for example high frequency words, spellings, punctuation, handwriting, layout etc. Children are given time to read and respond to the written marking, in order that the feedback provided has maximum impact on learning. Deep marking makes suggestions, offers information and may give a range of possible answers to choose from.
e.g. Choose one of these statements and/or create one of your own:
George was unlucky because he tipped over Grandma's medicine before she drank it all.
OR
George had a lot of bad luck, particularly when he tipped over Grandma's medicine before she had finished it.

How involved are pupils in reviewing their learning?

Self evaluation

Children are encouraged to review and improve their work before it is seen by the teacher. This enables them to lead their learning and evaluate the outcome. It also helps them to understand their own next steps. For this to be as successful as possible, pupils are given explicit success criteria and taught strategies for editing such as dictionary use. Although editing for improvements is part of this process, this is not left until the end of a lesson but is embedded within each lesson.

Peer marking

Dialogue about learning is an important skill that we seek to develop throughout school. As a result, it is sometimes helpful for children to assess the work of others in the class. It promotes pupil voice and creates opportunities for children to learn from their peers. The process of peer evaluation is modelled by the teacher using a visualiser to ensure that all pupils are aware of the expectations. Feedback from this may be verbal or written, and how the children do this is decided on by the class teacher. For examples, Post-it notes, stickers and pre-populated questions are sometimes used when children are learning how to peer mark. Time is given to allow pupils the opportunity to make the improvements suggested by their response partner. The child-reviewer initials any comments to ensure no misconceptions are missed.

Teachers regularly check self and peer evaluation comments and acknowledge or change these where necessary.

Pupil conferencing
In our school, pupil conferencing refers to the practice of a child and their teacher periodically meeting to discuss learning. This is used to address misconceptions, teach a new skill, demonstrate how learning links or together deciding on a small number of next steps to help the child progress. These is noted in books and recorded however appropriate depending on the content.

Monitoring
During all monitoring activities the quality and frequency of feedback is reviewed and feedback is provided to class teachers.