

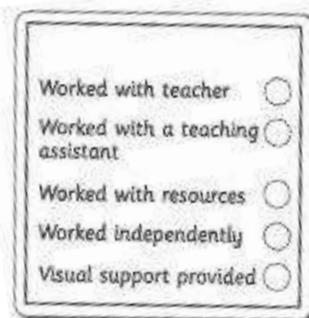
## Ewanrigg Junior School



### Feedback Procedure

At Ewanrigg Junior School our staff use a consistent approach when feeding back to children about their work. We view a dialogic approach to feedback as being crucial in order for staff to recognise progress made within lessons, staff to recognise individual children's' understanding and also for children to recognise areas of need in order to inform their future learning.

Children are encouraged to assess their own work and others work with their 'clever friends' according to 'Remember to lists' for the particular lesson. This involves the children marking work and also setting targets. This process looks different throughout school dependent on the academic ability/ maturity level of the child. It is also important to highlight in work if a child has worked independently or has needed extra support.



Verbal feedback is recognised as being crucial within our school particularly for those children who are lower attaining. In this case an adult will often give feedback verbally and this will then be noted in the child's work by either VF or a stamp:



Marking follows a very clear set of procedures, as follows:

- Marking is completed on a daily basis and children are provided with time to act on feedback at the start of most lessons.

Dedicated

Improvement

Reflection

Time

- All pieces of work have a learning objective (LO). This LO is either 'I am learning to...' or a question.

- Highlight the LO

Pink= LO achieved= 80-100% accurate

Yellow = LO almost achieved/ need practise= 60-80% accurate

Green=LO not achieved/ need help= less than 60% accurate

- Adults must mark a child's work using a black pen. This can be easily recognised as the children will write in either a blue biro or pencil. Work must be stamped/ initialled to recognise who has assessed it:

<b>Assessed by:</b> <b>Self</b> <b>Peer</b> <b>Adult</b>
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The following section is about comments corrections and challenges which show children what their next steps are in their learning:

<b>Comments</b> <b>Corrections</b> <b>Challenges</b>
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- Comments:

All children will receive a comment about their work. This comment must highlight what the child has done well which must be linked to the LO.

Our school does not give unfocused praise in feedback such as 'Well done'.

If a child receives green then the adult must provide a scaffolding prompt guiding the child through a particular strategy.

Children may also be given a target 'Next step...' or 'Target...'

This stamp signposts the target:



Feedback may include what a child has done well so long as this is followed with an explanation of how and why the child has done well.

- Corrections

If a child has made errors in their work then these must be highlighted green.

When acting on feedback children must complete their corrections underneath the adults comment e.g in maths they must re do a calculation, in English a spelling error must be practised 5 times or use a dictionary to find the correct spelling. Spelling errors are signalled by being underlined in green highlighter.

- Challenge

If a child receives pink then they must be given a challenge to complete, the challenge must be highlighted orange. This may be a harder question in maths or a testbase question, in English this may be highlighting a word in a piece of writing and asking the child to find a range of synonyms and then improve their word choice.

- Once a child has completed feedback then the adult must ensure that they feed back on the child's feedback from the original feedback.

PLEASE NOTE: During 2016-2017 we are developing independency in writing. Editing skills are continually being developed from year 3 through to year 6. This year the year 6 children have had their writing highlighted pink and green up to February half term as we recognise that their editing skills are developed to a high enough standard for the children to be able to self-edit. From February half term the year 6 children will not have any editing made by the teacher using the green highlighter and they will self-edit all of their writing in order for end of Key Stage 2 writing evidence to be collected for moderation and an end of Key stage teacher assessment judgement can be made.

Remember SWAN when marking and giving feedback:

STRENGTHS, WEAKNESSES AND NEEDS