

Ewanrigg Junior School



Feedback Procedure

'Feedback is one of the most powerful influences on learning and achievement' (Hattie and Timperley 2007, Review of Educational Research March 2007, Vol. 77, No. 1, pp. 81–112)

At Ewanrigg Junior School our staff match marking and feedback methods to the needs of the children. For EJS children we find the most effective feedback is instant and verbal. We have also found our children benefit from simplistic and visual feedback methods. Marking and feedback shows children that an adult has checked their learning. This is used to inform planning to make sure all children succeed.

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.

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.

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

- Every piece of learning in every subject needs to be checked by an adult and acknowledged using either: stamps stickers, smiley face or comments
- Children must be provided with time to act on feedback.
- All pieces of work have a title linked to the skill being taught and
- Highlight the title (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. Purple pen is being trialled for corrections. (In some groups)

The following section is about comments corrections and challenges which show children what their next steps are in their learning

Comments:

If a child's Title (LO) is highlighted green then the adult MUST provide appropriate feedback.

Corrections

If a child has made errors in their work then these must be signalled using either, green highlighter, a cross or verbally. When acting on feedback children must complete their corrections in an appropriate place. Spelling errors are signalled by being underlined in green highlighter.

Challenge

Where appropriate a challenge may be provided for the child to complete to extend or deepen their learning. These are often highlighted orange.

Adults need to use their professional judgement as to whether a piece of work needs in depth, focused marking or not in order to move the child's learning along.

REMEMBER- feedback MUST match the needs of the child and it should never take the teacher longer to write the feedback than what it takes for the child to act on the feedback.

PLEASE NOTE: During 2018-2019 we are developing independency in writing. Editing skills are continually being taught and developed from year 3 through to year 6. This year the year 6 children have had their writing highlighted pink and green by their teacher up to February half term in order to ensure they have acquired the necessary editing skills. From February half term however, the year 6 children will not have any editing provided by the teacher using the green highlighter and they will self-edit or peer edit all of their own writing. This will provide end of Key Stage 2 writing evidence for moderation and an end of Key stage teacher assessment judgement can then be made.

Remember SWAN when marking and giving feedback:

STRENGTHS, WEAKNESSES AND NEEDS

These are examples and explanations of written feedback techniques that maybe used as and when appropriate

DATE- Long or short as appropriate

Title : (LO)

PINK LO

80%-100% achieved

Any corrections need to be highlighted in green.

Correction need to be corrected at the end of the lesson or at the start of the next lesson.

YELLOW LO

60%-80% achieved

Any corrections need to be highlighted in green.

Correction need to be corrected at the end of the lesson or at the start of the next lesson.

GREEN LO

<60% achieved

The child has not achieved the learning and needs further input on the particular skill.

Scaffold and modelling required and the child(ren) need visited by the adult or a clever friend at the start of the next lesson.

Assessed by:

Self

Peer

Adult

To show who has marked the learning.



Verbal feedback could be stamped when a feedback conversation has taken place during the lesson.

Comments
Corrections
Challenges

To show the actions children have to take.

May be used:

Writing: After an extended piece of writing.

Maths: After reasoning and real life maths

Foundation subjects: where appropriate or where the LO is green

A challenge can be written on the board, be provided verbally or written in an individual child's book.



- Speaking and listening
- Foundation subjects
- Personal studies
- Pre-assessments
- Photos
- Power of reading front cover
- Guided reading
- Arithmetic but green must be acted on

Teaching staff mark in **BLACK** pen to distinguish between the adult and the child's writing.