Witton Middle School
Feedback Policy (Responding to Pupils' Work)

Aims

The feedback and dialogue that we have with children, on where they are and what they need to do next will help to give them the information they need to improve and provide them with exactly the right level of challenge. A range of techniques, including oral feedback and developmental marking are key to our being able to move learners on.

The aim of this policy is **to ensure that 'marking' is purposeful, effective, manageable, consistent and universally understood and applied throughout the school.** The agreed principles, aims and guidelines are based on current good practice and are monitored both formally and informally by the Senior Leadership Team.

Principles

Our Policy encourages progression and development in children's learning in a positive and developmental way. Effective marking will challenge and inspire pupils to produce increasingly better work. Effective marking will help the teacher and pupil assess an individual's work and close the gap in their learning. The quality of the interaction we have in the marking process will significantly affect children's performance. We aim to ensure that the marking is both meaningful and manageable, as well as transparent to learners, by including the 'Quarters principle'. *Teachers must ensure that opportunities for effective feedback are not missed. Fuller pieces of writing should always be marked in detail in order to ensure that opportunities for moving children forward by providing feedback are never overlooked. This also acknowledges pupils' efforts and ensures continued effort. Failure to acknowledge, check and feedback on work will inevitably lead to a drop in standards and critical learning opportunities being missed.*

Feedback and marking must:

- be based clearly upon the principle that the expectations of the lesson are made explicit to children through numbered success criteria
- be understood by children
- timely
- feed-forward to next steps
- Approximately1/4 full teacher feedback, 1/4 success criteria peer mark, 1/4 self-mark, and 1/4 may remain unmarked. Decisions about his are based on the needs of the class. Peer feedback must be well structured and care taken that the teacher does not miss opportunities to move the learning on.

- be directly related to the success criteria of the lesson/personal target
- concise
- indicate success criteria met
- provide children with a direct 'next steps' action point and are expected to respond in red
- allow the child to participate actively in their learning through dedicated independent response time (DIRT)

e.g

Time connectives and imperative verbs

Add three adverbs to show 'how'
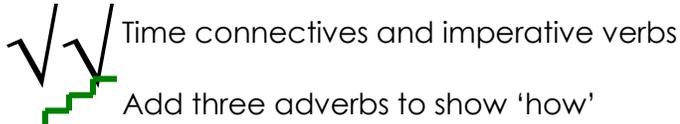
T **To organise ideas into paragraphs.**

For impact and consistency:

- All work should be seen as soon as possible after completion.
- Pieces of writing should always be marked. Longer pieces must be marked by the teacher and include in-text marking.
- Praise to be directly linked to the SC or personal target.
- The 'oops' sticker used to reinforce high expectations.
- The teacher will use the school marking code.
- Teachers must give one or two areas achieved and one 'next steps' point.
- Response time must be provided (DIRT).
- The teacher will check that marking has been responded to when marking the next piece.
- The teacher will mark in green and pupil responses be made in red.
- Pupil and peer will show up to three numbered examples of meeting the SC within the work.
- Pupils will highlight examples of where they have met their personal target in pink.
- Teachers will 'train' children for peer and self marking, including through modelling and techniques such as 'expert pupil markers'.
- Teachers may provide success criteria grids for marking of a larger or final piece (use school proforma below)
- Where verbal feedback has been given, ~~children should write a key word or sentence to indicate the next steps discussed.~~   this can be indicated by a speech bubble
- Children will use 'best piece paperclip' and exemplar pieces of their own work to set a standard for future work.

Target setting:

Target setting is the process of setting individual pupil curricular targets that are directly related to the child's next stage in learning. These will take the form of curriculum objectives and identified by the child's teachers as an essential focus area. The best targets are those that are:
- set at the right stage of development for the child;
- in clear, child-friendly language;

- are narrow enough to be achievable;
- are exemplified by the teacher as part of the work of the classroom;
- form the basis of regular feedback and review.

The process:

1) Teachers will use their professional judgement to set children's individual targeted next steps - these will be shown as per the marking policy and highlighted in pink.
2) The children will work towards the set targets in the subsequent pieces of work and be expected to highlight evidence of where they have responded to their target in pink.
3) The teacher will then check the progress towards the target set and feedback to children on how well they are achieving their target.
4) Specific interventions may be made in class or targets adjusted where necessary.
5) The teacher/pupil will then make a decision as to whether the target has been met.
6) Children's success will be clearly acknowledged and new targets set.

Monitoring and Evaluation
The Senior Leadership Team will evaluate the effectiveness of this policy every year following regular, frequent and rigorous monitoring. Equally, subject leaders will be expected to monitor 'marking' in their subject against specific criteria.

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Agreement Date:	Spring 2017	Review Date:	Spring 2018

This Policy was prepared giving due regard to the disabilities and special education needs, ethnicity, culture, language, religious affiliation, sexual orientation, national origin and national status and gender of the children and staff at Witton Middle School and its community.

MARKING CODE	Symbol
This is especially well understood - SC related	√√
House point awarded	HP
Feedforward - next steps for you	(staircase symbol)
Discuss with your teacher (pupil writes key word or comment)	C
Taught by a cover teacher	CT
Improve this (vocabulary, grammar, sentence structure, etc)	~~~~
Incorrect spelling (subject vocabulary or essential spelling)	Sp
End of the sentence – use a full stop and capital letter	/
Start a new paragraph	//
Punctuation (incorrect or missing)	◯
Target	T

APPENDIX 2: NON-NEGOTIABLES

This work has been returned to you because:

☐ it is not your best work.

☐ it is not complete.

☐ punctuation is missing.

☐ you have not responded to your marking.

☐ other reason:

Please improve your work now!

APPENDIX 3: SC GRID

Learning objective / Success Criteria / Task / Big Picture	Self / Peer / Teacher
1)	
2)	
3)	
Feedback:	