



**Bishop John Robinson**  
Church of England Primary School

## Feedback and Marking Policy

**B**e the best we can;

**J**oin in Learning, Play and Prayer;

**R**emember God's Word

*"Jesus is the Anchor of my Soul." Hebrews 9:16*



The Diocese of  
**Southwark**

  
**ROYAL** borough of  
**GREENWICH**

## Mission Statement

We want all adults and children to: **Be the best they can** in order to have best possible start in life and to make the most of the gifts God has given. To achieve this, we teach everyone *"Whatever you do, work at it with all your heart"* (Colossians 3:23) by;

- Set ambitious targets for all pupils and staff
- Continually look for ways to improve
- Have high expectations of behaviour for all

We encourage children to: **Join in Learning**, to promote academic excellence and to inspire everyone to value the importance of education in wider society. The bible teaches us God will *"Instruct us in the way of knowledge and wisdom and lead us along straight paths"* (Proverbs 4:11). To achieve this we;

- Provide an engaging curriculum with opportunities for learning in a variety of contexts
- Strive for all lessons to be focussed and engaging to allow all children to achieve
- Support deeper levels of understanding so that children can apply learning to different settings

For children to: **Join in Play** is important at BJR because Play is essential for everyone's social and emotional development. It is a vital life skill which helps children to form the adult they will become building trust, forgiveness and resilience. Play is the foundation for learning compassion and the Golden Rule *"Do to others as you would have them do to you"* (Luke 6:31). To promote positive play we;

- Have dedicated staff who promote play EVERY PLAYTIME
- Promote the importance of play through PLAY DAYS
- Invest in the playground as a learning resource

We want the school community to: **Join in Prayer** as Christians believe that this is fundamental to developing a relationship with God as well as giving thanks and praise. We should *"Always be joyful. Never stop praying. Whatever happens, give thanks, because it is God's will."* (Thessalonians 5:16-18). We encourage this though;

- High quality collective worship for all children
- Daily acts of prayer
- Valuing the essential role of our School Chaplain

We believe that we should: **Remember God's Word**, as this is at the very Foundation of being a Christian school. In promoting a practical understanding and application of Christian Values we strive to; *"Train up a child in the way they should go, And when they are old they will not depart from it"* (Proverbs 22:6) through;

- Providing High quality RE teaching and daily collective worship for all children
- Regular visits to church and other places of worship

In all aspects of school life, our school vision is key to ensuring that Bishop John Robinson CofE Primary School offers the best education money can't buy. Our history and naval links, our entire spiritual and ethical ethos, and our approach to the school's curriculum is rooted in our individual and corporate identity: *"Jesus is the anchor of my soul."* (Hebrews 9:16).

### **Audience:**

Teachers, and TAs, all need to have their own copy of this policy. All governors and other members of staff need to have read it, and be aware of its contents. Copies are available from the office, and on the school website.

### **The Purpose of the policy**

The purpose of this policy is to improve pupils' learning through assessment by ensuring the provision of quality effective feedback to learners who need to:

- know what they are doing well
- understand how to improve
- are able to assess and review their own work.

At Bishop John Robinson CofE Primary School we believe that providing feedback (both verbal and written) is essential to ensuring children are able to make good progress. Responding appropriately to children's work in a variety of ways including verbal responses, teacher modelling, guided teaching and written feedback will provide the children with the best opportunities to make academic progress. The marking of learners' work is therefore an essential part of teacher assessment. This policy sets out how staff at Bishop John Robinson CofE Primary School will ensure effective feedback and marking is an integral part of our assessment procedures.

### **Aims**

1. To reduce the discrepancy between the child's current understanding and the desired goal, through effective feedback and marking.
2. Teachers assist children to reach their goals through implementing effective learning strategies and feedback.
3. Children apply increased effort and employ effective strategies.
4. Pupils are actively involved in this process and will learn to become self-regulatory learners who can:
  - reflect upon their work,
  - identify their strengths,
  - strive for improvement,
  - set their own targets.

### **Objectives**

1. To improve the quality of feedback and marking by:
  - identifying and recording what pupils have learnt.
  - identifying next steps for learning and providing pupils with opportunities to act upon the feedback they receive.
  - informing future lessons and planning, in order to effectively support pupils in making progress towards age-related expectations.

2. To support pupils in developing the skills required to reflect upon their own learning and become self-regulatory learners by:

- identifying the skills / knowledge that a pupil is required to apply in order to learn a new skill.
- providing opportunities throughout lessons for pupils to become aware of and reflect upon their learning.
- modelling effective feedback during lessons and recognising that how to give effective feedback requires teaching.
- encouraging pupils to make improvements to their work and take responsibility for moving their learning on during lessons.
- allowing time for pupils to read, reflect upon and respond to feedback they are given.
- encouraging self and peer assessment wherever possible.

3. Through Teacher Appraisal Procedures, effective Continued Professional Development and close monitoring, teachers are able to provide pupils with feedback that supports them achieving End of Year Expectations and developing the skills required to become effective, lifelong learners.

### **Roles and Responsibilities**

- Assessment Leader leads and manages the implementation of the policy across the school and provides support where needed.
- Year Group Leaders ensure the policy is applied within their Year Groups.
- Subject Leaders ensure the policy is applied within their subjects across the school.
- Class Teachers lead and manage the application of the policy within their class.
- Other non-teaching staff support the teacher in the application of the policy.

### **John Hattie's Effective Feedback Approach**

John Hattie identifies three key questions related to feedback:

#### **1. Where am I going? – *Feed-up* – Goals / targets**

In order for either the child or the teacher to be able to evaluate learning it is important that the learning foci being taught and the relevant transferable learning that should be used are clearly visible. The acorn and squirrel images should have the relevant learning focus and transferrable learning recorded next to them and referred to throughout the lesson. It is also essential that the children understand the overarching purpose of the task and how it relates to a real life situation.

#### **2. How am I doing? – *Feed-back* – Feedback**

Typically, during the lesson;

Verbal feedback is the most common form of answering the question – How am I doing? Teachers must be aware of the importance in using verbal feedback to provide quality evaluation which supports closing the gap between the child's current understanding and the desired goal, regardless of the area of the curriculum.

- Children explain or evaluate their work in relation to the learning focus.

- Adult uses a variety of feedback methods to help children clearly know how and in what ways they are succeeding in the task and support them in identifying how to improve their work.
- Use mini plenaries to show / share good work / ideas and discuss with whole class how it meets the requirements of the task and also to address any common misconceptions (if any) identified. When using this strategy, care should be taken not to stop children who are in full flow.

### 3. What do I do next? – *Feed-forward* – **Next Steps**

*Typically, on completion of an activity;*

The following steps outline expectations for all pupils from Year 1 through to Year 6. However, teachers may have to scaffold this process until the child is able to do so independently.

#### **Step One**

Pupils' evaluate their learning against the learning focus using the following strategies at a level appropriate to them. This can take place either independently, with a peer or with an adult. \*

- Recognise and explain aspects of their work and the work of others that meet the learning focus.
- Identify and set themselves and others 'next steps' for aspects of their work that need developing further.

\*In order to develop pupils' ability to participate in quality evaluation of their own and others' work that leads to visible learning, this process needs to be regularly modelled to pupils throughout lessons and time given to teaching these valuable skills.

#### **Step Two**

- Teacher reviews pupils' self-assessment and comments / confirms, creating a dialogue between the pupil and the teacher.
- Children should be encouraged to ask for clarification, if they do not understand a comment. They should be clear about what they need to do in their next piece of work, as a result of the feedback they have received.

In some cases, teachers will undertake all of these steps because the child is working at task level. However, in order for us to support children's journey from task level learning, through process level learning towards self-regulatory learning requires teachers to model effective feedback and ensure that pupils are increasingly involved in evaluating their own work.

He goes on to suggest that each question can be asked at four levels:

1. Person / Self
2. Task
3. Process
4. Self-Regulatory

	Person / Self	Task (Shallow Learning)	Process (Deep Learning)	Self-Regulation (Independent Learning)
Where am I going? (Goal setting)	Teacher gives encouragement “Work Hard / Try your best”	Pupils know and understand what task needs to be completed.	Pupils know and understand the underlying processes involved in completing the task.	Pupils are able to set and /or reference their own learning goals (including success criteria).
How am I doing? (Feedback)	Teacher gives affirmation and praise.	Teacher informs pupils as to whether the task is correct or incorrect.	Teacher supports and confirms the pupils’ ability to sift and sort the underlying processes in the task.	Pupils fit the effective learner profile; They know how they are progressing, can assess and support themselves. They understand and exploit peer assessment and meta-cognition skills. Teacher affirms this.
What do I do next?	Teacher gives further encouragement regarding future learning.	Teacher explains the next task.	Teacher explains the next steps in terms of processes and strategies.	Pupils are able to identify their own next steps. Teacher affirms this.

Hattie states that feedback which moves pupils from Task level to Process level or from Process level to Self-regulatory level has the greatest impact on learning and progress. Therefore, teachers must ask themselves which level is appropriate for individual pupils in order to support them in making the best possible progress (for them) at that specific point in time.

### Effective Marking

Quality evaluation leads to visible learning, therefore It is imperative that all staff at Bishop John Robinson CofE Primary School mark and provide feedback that includes the pupil in processing what they have done well and how they can improve. Marking also provides a record of children’s progress which can be shared with parents and carers, to help them understand the strengths and areas for development in their child’s work. Teachers who provide consistent, quality effective feedback are able to assist pupils in closing the gap between what they can currently do and what they need to be able to do, supporting them in becoming self-regulatory learners who participate in learning at a deeper level.

### Policy into Practice: Marking within EYFS, KS1 and KS2

All marking at Bishop John Robinson CofE Primary School is focused upon supporting the children in knowing what they are doing well, what they need to do to progress and how they can improve in order to make progress. This marking policy also extends to phonics marking in EYFS and KS1.

We use the following in our marking:

#### Instant verbal feedback within the lesson:

- A **green highlighter** should be used to identify aspects of work which meet the either the learning focus being taught (which would also be highlighted in green). Teachers can also highlight the transferrable skills or skills that they have identified as areas to improve upon

from the last piece of work in green. Teachers will **put a word / phrase next** to this to make it clear as to what the green highlighting is for.

- An **orange highlighter** should be used to identify aspects of work where the child is currently **not** meeting the learning focus or to identify the child's errors / misconceptions or what they need to do in order **to improve their work / make progress**.

*(Where a teacher uses orange, the child should be verbally shown where they are unsuccessful in their learning and direct teaching should be used to model and correct this. Progress would be expected through the rest of their learning to show the feedback was successful.)*

- **VF** to show that verbal feedback was given and a brief indication of the topic of the feedback (eg, VF – dividing when finding fractions / capital letters – proper nouns / verb agreement / tense etc...)

#### Written feedback given once the lesson has completed

For those children who the teacher has been unable to see within the lesson and have not had instant verbal feedback using the green / orange coding, it is essential that they are given written feedback which shows what they have done well and what they may need to do to improve.

As soon as it is possible, time should be allocated to the child to reflect and respond to the comments made. If possible, this could be done with the teacher / adult to provide further clarification and discussion. The following should form part of the written feedback:

- **Green highlighting** to identify what the child has done well and where progress has been made.  
  
(Highlight the learning focus in the title to reflect the green highlighting or if highlighting about a transferrable skill add a word / phrase / comment that reflects what the green highlighting is for. This will support them in applying this skill again and transferring it future work.)
- **Orange highlighting** to identify the child's errors / misconceptions / what they need to do in order **to improve their work / make progress**. Be directive so that the child is clear as to what they need to do. Teachers may need to identify an area where the child has not met the skill or made errors / has misconceptions and outline a space for them to re write the sentence etc.
- Think Pink should be used to be address spelling errors that children are making, not only in their literacy work, but also across the curriculum. Therefore, a pink highlighter (Think Pink!) is used when marking children's written work to highlight any spelling errors that the teacher feels, using their professional judgement, that that particular child should not have made.

### Guidance for Think Pink!

Unless every word is spelled correctly then there should be Think Pink highlighting. Highlight the word with the spelling mistake and either write it out for the child in the margin or underneath (if teachers think it too inappropriate for them to look it up for themselves in a dictionary). See the example below:

*I am really excited about Christmas. I hope that Father Christmas visits my howse.*

excited

\*

\*

\*

house

\*

\*

\*

### **In EYFS:**

In EYFS, teachers will use their knowledge of the child's ability and their professional judgement to decide which of the following are appropriate:

- Incorrect spelling of a common exception word
- Incorrect spelling of a word which contains a familiar or known sound or the taught sound if in phonics

The teacher writes / models the correct letter formation / spelling at the bottom of the child's work for the child to practise. If writing a word, the teacher adds sound buttons / dashes appropriate for the level / ability of that child.

### **In KS1:**

- In Year 1 teachers highlight HFW, common exception words, phonetically spelt words, taught red words and spellings that they know (using their teacher judgement) that the child should be able to write.
- In Year 2 teachers highlight HFW, common exception words, phonetically spelt words, taught red words, words that they know (using their teacher judgement) that the child should be able to write and spellings linked to the Interim framework, e.g. contracted forms of words, suffix ending words etc.
- The teacher writes the correct spelling at the bottom of the child's work / in the margin and adds sound buttons / dashes if appropriate for the ability of that child.
- Children write the correct spelling three times in the margin / beneath the piece of work.
- In KS1 children add 'Think Pink!' words to a personalised word mat / vocabulary book for them to use in their future writing.
- Phonics is marked according to the above in relation to the ability of the group and the focus for that week.

### **In KS2:**

- Teacher highlights Think Pink word/s in writing (should be no more than approximately three per piece-dependent upon length of work / Year group / ability of the child).



- Highlight HFW, common exception words, phonetically spelt words, Year group word list, common spellings and spellings that they know (using their teacher judgement) the child should be able to write.
- If the child does not need the teacher to write the word they are expected to use a dictionary to write the correct spelling of the word – they do not guess (teacher will need to check that the child has amended their spellings correctly).
- If required, the teacher writes the correct spelling at the bottom of the child's work / in the margin and adds sound buttons / dashes if appropriate for the level / ability of that child.
- Children write the correct spelling three times in the margin / beneath the piece of work.
- Children add these words to their green vocabulary books unless the teacher deems that, using their teacher judgement, a personalised word mat is more appropriate for the ability of the child.
- Vocabulary books should be out and used for each lesson which involves writing.
- Vocabulary books in KS2 should also be used during guided reading / 1:1 reading and whole class reading for children to add 'magpied' words to that they can then use in their future writing.
- Vocabulary books must be passed to the next teacher – children should not be starting a new book each year.
- Note: Teachers must not highlight all misspelt words that a child has included in every piece of writing nor should they highlight a specific word each time it is used incorrectly, just one or two where they know that the pupil could amend it.
- As part of the reflecting process, children also use that time to look up their 'Think Pink!' words in a dictionary, correct them and add them to their vocabulary books.

### Marking Expectations

As marking is integral to pupil progress, BJR CoFE has the following expectations in relation to marking:

- Teachers must mark work regularly in order for pupils to know where they have been successful and how they can improve. It also informs day-to-day planning, where teachers need to annotate to show the activities each child is completing in the following lessons.
- All responses from the children must be marked / responded to by the teacher at the earliest opportunity.
- Any errors identified using the orange coding and which have been responded to by the child should be coded with green if it is now correct. If an error continues to occur this needs to be addressed further by the teacher / adult.

The degree of independence shown by a child when completing a piece of work is also extremely important. Therefore, we use the following codes to record the context in which children carried out each piece of work:

- WI – worked independently – this also applies if there has been some slight intervention / scaffolding by a teacher / adult during the lesson but the task has been predominantly completed by the child alone.

- WP – worked with a partner.
- WS – worked with support from an adult – this code is used if a task has been heavily scaffolded by a teacher / adult and it is unlikely the child will have been able to complete the task without this continued support.

Teachers must ensure that feedback is valued by all parties, as it is an integral part of supporting children in making progress and developing the skills required for them to become self-regulatory learners, which in turn results in deeper learning.

### **Handwriting**

As part handwriting teaching, teachers are expected to always model the school's expectations of handwriting themselves, following the schools handwriting policy as well as the National Curriculum when providing any written feedback.

The same expectations are applied to the children's writing and form part of their feedback to develop presentation skills.

### **Homework**

Homework should be marked in accordance with the schools marking and feedback policy.

- The required skill should be clearly identified on the homework
- Green highlighting will be directly related to the learning focus
- Orange highlighting will identify errors / misconceptions or an area for improvement relating to the learning focus and a brief related comment will need to be made so that the child / parent understands how to address the errors / misconceptions.
- Pink Highlighting - Think Pink for spelling errors.

In addition to this, Mathletics and Reading Eggs homework should be allocated weekly and checks should be made to ensure tasks set are being completed. If a child is not completing online homework, it should be discussed with them to ascertain why and the appropriate steps put in place to support them as per the homework policy.