

## SMMIS Effective Feedback and Marking Policy – Grade School

Feedback has the power to impact both positively and negatively on student performance. Effective marking allows the teachers to show the students who they teach that the students efforts are valued. It allows the teachers to make strategic decisions about the next steps students have to make in order to be successful. In order to be positively effective, feedback must answer three major questions by a teacher and/or by a student:

Teacher	Student
What are the goals?	Where am I going?
What progress is being made toward the goal?	How am I going?
What activities need to be undertaken to make better progress?	Where to next?

This policy sets out how effective marking and feedback is used. Response is consistently used across SMMIS to benefit all of our primary school students. Effective feedback given to students through marking and reviewing work, will provide constructive steps for every student to ensure progress and help the student experience success. It will enable students to become reflective learners and help them to close the gap between current and desired performance.

### Aim

The aim of this policy is to ensure clear understanding of the purposes, procedures and processes of effective marking and feedback to students regarding their classwork and homework. This will result in maximising progress and supporting students in becoming effective learners.

Effective marking and feedback is integral to good teaching and learning processes. By empowering students to be actively involved in understanding how they are making progress.

### Effective marking and feedback aims to:

1. Inform the student what they have done well and what they need to do to improve.
2. Build student confidence and self-esteem in learning.
3. Support teachers' assessment knowledge of each student, in order to plan and refine next steps in learning.
4. Develop consistent processes across the school to teach students to respond to feedback, self-assess and evaluate their own learning.

### Processes

Four types of marking and feedback are provided during teaching and learning at SMMIS.

1. **Thoughtful intervention from teachers** to students to prompt deeper thinking, and quickly address misconceptions during lessons. This takes the form of:
  - a) verbal feedback which occurs through effective questioning to clarify tasks and enquiry

## SMMIS Effective Feedback and Marking Policy – Grade School

- b) mid-lesson adjustments.
  - c) Verbal feedback given during a 1:1 learning conference with a student or in on a group basis. For younger students, this can be noted down to record the feedback and response process.
2. **‘Light’ marking of work**, acknowledging and recognising attainment and/or progress, success and/or completion of students’ work. No work should go unmarked.
  3. **Written Feedback** –teachers provide students with clear, written feedback about what students can do to improve their knowledge, understanding and skills.
  4. Self- assessment of the attainment and success of a piece of work.
  5. Peer assessment

### Non- negotiable Procedures for Marking

- All marking to be carried out in green pen
- All marking is to be done in a clear legible hand.
- The marking code is to be followed in all cases. (see table below).
- The marking code should be visible and accessible to all students in the classroom.
- All students’ work is to be at least ‘light’ marked by Teacher or Assistant Teachers.
- In both Maths and Literacy at least 1 piece of work per student should have written feedback in depth each day

### Written feedback

When identifying specific success, the respective work in the students’ book (literacy or maths) will be identified in green highlighter. The corresponding comment will also be highlighted green.

When identifying an area for specific improvement the respective work in the students’ book (literacy or maths) will be identified in pink highlighter. The corresponding comment will also be highlighted pink.

When identifying an area for specific extension the respective work in the students’ book (literacy or maths) will be identified in pink highlighter. The corresponding comment will also be highlighted pink

Feedback comments must be constructed in a way that the students can respond at an appropriate level of challenge and such tasks must be completed by the student.

When giving written feedback for writing, attention should be given to spelling, grammar and punctuation in line with the stage of development of the individual student and strategies used to support their development.

### Self- assessment

Students will traffic light their work against their learning objective accordingly:

- Red: ‘I find this difficult’
- Yellow: ‘I can do this but need more help to feel confident’
- Green ‘I can understand and do this and this shows in my work’

## SMMIS Effective Feedback and Marking Policy – Grade School

### Peer Assessment

Where peer assessment has been appropriately introduced, students will identify one positive aspect of work and suggest one area for improvement. This can be done in any colour but not green or pink and the peer assessor's initials must be also left.

### Responding to feedback

All written feedback must be completed by the student and signed by the teacher, so it's clear they have been completed. In the younger classes, verbal responses can be recorded by the teacher.

Time must be set aside within the lesson to ensure the student can reflect and perfect on the piece of work.

### Giving effective feedback to students

Effective marking is a key tool in providing feedback to students to provide clarity that they are clear in what they can do well and what they need to do to improve.

It also forms part of formative assessment which is essential for teachers to refine and modify planning when teaching, so that they can move towards desired learning outcomes.

### Feedback should:

- Be positive, specifically identifying what has been done well. (highlighted green)
- Identify an area for specific improvement followed up with an improvement task (highlighted pink) (this is key!)
- Identify a specific area for deeper investigation/extension of understanding (highlighted pink)

### Role of other adults supporting

Assistant teachers may mark work with groups of students with whom they have been working. When this is the case they will follow the guidelines at the end of this policy: to initial work they have supported, identify if work was independent or supported and as appropriate give feedback verbally or through marking.

If written feedback is given, then it should follow this policy and be under the supervision of the class teacher. Relief teachers who carry out work in the school are expected to mark all work in accordance with this policy. This will be given to all relief teachers.

### Responsibilities


It is the responsibility of the class teachers to ensure that this policy is consistently carried out, including enabling students to respond to feedback tasks.

It is the responsibility of all staff working with students to ensure the marking code is consistently adhered to across the school.

## SMMIS Effective Feedback and Marking Policy – Grade School

### Marking Code/ Prompts (to be displayed in classrooms)

#### Content prompts

√	Correct
?	Incorrect
	Capital letter
FS	Full stop
FSP	Finger space
O	Add punctuation
L	Start a new line
//	Start a new paragraph
Word underlined (in green)	Spelling mistake
<u>Grammatical error</u> (underline squiggly line)	Doesn't make sense

## SMMIS Effective Feedback and Marking Policy – Grade School

### Assessment prompts

<b>LO</b>	<b>Learning Objective</b>
<b>I</b>	<b>Independent work</b>
<b>S</b>	<b>Supported work</b>
<b>T</b>	<b>Target met</b>
<b>VF</b>	<b>Verbal feedback</b>
<b>initials</b>	<b>Person who is marking</b>
<b>RT</b>	<b>Relief teacher</b>

### Examples of feedback prompts requesting response

<b>Writing prompts</b>	<b>Math prompts</b>
<i>Read your work – can you add... (3 full stops, an adverbial which says where, a question mark, etc)</i>	<i>Look back at your work – can you add...(your method, a number line)</i>
<i>Try to find the sentence which needs to be changed /doesn't make sense and improve it.</i>	<i>Can you find where you went wrong?</i>
<i>How could you check this?</i>	<i>How could you check this?</i>
<i>Now try these... (if activity writing about prompts/pictures/adding punctuation/Grammar)</i>	<i>Now try these... (extension questions/Consolidation questions)</i>
	<i>If the answer was ..... What could the question be?</i>
<i>Is there another way you could write this information (highlight sentence)?</i>	<i>Is there another way you could do this?</i>

### SMMIS Effective Feedback and Marking Policy – Grade School

<i>Can you find a way you could write this in a shorter sentence?</i>	<i>Can you find a quicker way of doing this?</i>
<i>Finish this sentence: .....</i>	<i>Finish this sentence: ..... (Explaining work)</i>
<i>Fill in the blanks: .....</i>	<i>Fill in the blanks: .....</i>
<i>Highlight the sentence where you have used... (adverbials, connectives, correct punctuation, speech marks etc)</i>	<i>Highlight where you have used (model method, long division method, a strategy to check your answer, etc)</i>
<i>Tell me 1/2/3 reasons why I should give you a Wow! Point for this work.</i>	<i>Tell me 1/2/3 reasons why I should give you a Wow! Point for this work.</i>
<i>Tell me two sentences that have adverbials.</i>	<i>Tell me two numbers that have a difference of 12</i>
<i>What ... would you use to...? e.g. What word would you use show me what the character is feeling?</i>	<i>What ... would you use to...? e.g. What unit would you use to measure the width of the table?</i>
<i>Please write another ... connective/sentence that shows me how the caterpillar moved.</i>	<i>What is another ... method that might have worked?</i>
<i>Show me how you think this sentence would work with ...adverbials/connectives/ adjectives.</i>	<i>Show me how you think this will work with ...other numbers/3 digit numbers?</i>
<i>Verbal: Please talk me through what you have done so far</i>	<i>Verbal: Please talk me through what you have done so far</i>
<i>Show me how you could write it with ... adverbials, connectives, punctuation?</i>	<i>Show me how you could do it with ... simpler numbers ... fewer numbers ... using a number line?</i>
<i>What would happen if...?</i>	<i>What would happen if...? e.g. What would happen if you started with 52?</i>
<i>What if you could only use...? e.g. Short sentences, complex sentences, The adjectives for sight and sound?</i>	<i>What if you could only use ...? e.g. Multiples of 5, 3 digit numbers, numbers less than 0?</i>
<i>What if you could not use...? What if you could only use...? Short sentences, simple sentences, the adjectives for sight?</i>	<i>What if you could not use...? Multiples of 5, 3 digit numbers, numbers less than 0, one digit numbers?</i>

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