



Ranvilles Junior School Marking and Feedback Policy Policy

Accessibility

This policy can be made available in large print or Immersive Reader. Please contact the school office who will be happy to arrange this for you.

Purpose of Policy

The purpose of this policy is to detail the feedback principles and process to support pupils' developmental progress and work. The implementation of principles identified are critical to ensure children maximise the progress they are capable of through careful assessment and feedback. Feedback facilitates a specific audience in children, valuing and rewarding their work to set, maintain and monitor high expectations for all.

Approval

Approval date: October 2024

Date for next review: October 2026



Introduction

Accurate assessment lies at the heart of good teaching and learning. In order to ensure that all pupils make good progress or better, we set challenging targets based on a pupil's prior abilities and design learning opportunities that stretch and challenge their thinking. We then also provide opportunities to practise, prove and perfect skills so knowledge is secure. Effective ongoing assessment quickly identifies any gaps in learning and informs subsequent teaching and learning.

Assessments are coordinated and balanced to ensure inclusivity, fairness and motivation.

- We assess to evaluate and inform teaching and learning outcomes.
- We assess to check knowledge.
- We assess to measure how pupils perform in a timeframe.

Assessments are incremental and sufficiently demanding. We choose assessment methods that encourage a deep approach to learning and help pupils to appreciate and identify priorities. How our pupils learn also informs how we assess, with tasks designed to demonstrate the best level of attainment pupils are capable of.

Teachers daily...

1. Make good use of prior assessments / initial assessments at the start of a topic / new learning to ensure the correct pitch for all pupils
2. Review learning outcomes and ensure that subsequent teaching is personalised, well-pitched to close gaps, deepens learning, and extends for pupils who grasp concepts quickly
3. Record learning outcomes to show depth of understanding to identify any pupils who need support or challenge
4. Provide pupils with timely feedback in-line with the school's feedback policy
5. Ensure that pupils know their targets in reading, writing and maths and hold pupils accountable for working hard to meet them
6. Plan for, 'Every Piece, Every Time' where pupils proofread against incremental expectations
7. Promote opportunities for pupils to engage in self and peer assessment of learning against clear success criteria through **The Purple Pen of Progress**
8. Set opportunities to problem solve enabling pupils to employ a wide range of learning skills
9. Focus on Ranvilles Behaviour and Personal Development Maps to promote school learning values
10. Celebrate personal success and achievement in line with our motto, 'Be You...Explore...Excel!'



Reference

- [https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/feedback/Teacher Feedback to Improve Pupil Learning.pdf?v=1728834324](https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/feedback/Teacher%20Feedback%20to%20Improve%20Pupil%20Learning.pdf?v=1728834324)
- [https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/feedback/EEF Feedback Recommendations Poster.pdf?v=1728834324](https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/feedback/EEF%20Feedback%20Recommendations%20Poster.pdf?v=1728834324)
- https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback?utm_source=/education-evidence/teaching-learning-toolkit/feedback&utm_medium=search&utm_campaign=site_search&search_term=feedback

Principle

Effective assessment for learning feedback for pupils will be given in relation to three teaching and learning developmental phases. Feedback will be given verbally, at the point of teaching and learning; to the whole class; to groups and to the individual. Not every piece of work will have a written comment. Pupils' work will be evaluated to evidence good progress in learning outcomes over sequenced lessons.

Order	Phase 1	Phase 2	Phase 3
RJS Practice	Practise, Prove, Perfect (repetition to master skill)	Application (<i>Independent – what children can do on their own – moving from direction to ownership</i>)	Publish or Present (<i>outcome</i>)
Teacher Feedback Purpose	<ul style="list-style-type: none"> - Assessment for Learning - Identify misconceptions - Know where next - Inform subsequent guided work - Live feedback (verbal) - Provide extension 	<ul style="list-style-type: none"> - Key point for feedback - Identify strengths and areas for improvement in what they can do on their own - Precision teaching planned to give feedback 	<ul style="list-style-type: none"> - Promote celebration - Instil a sense of pride and accomplishment - Appreciate learning stages and outcomes
Teacher Resources to support feedback	<ul style="list-style-type: none"> - Whole class feedback - Purple Pen of Progress - Verbal feedback - Code 	<ul style="list-style-type: none"> - Whole class feedback – Purple Pen of Progress - Verbal feedback - Code 	<ul style="list-style-type: none"> - Display work - Share at Open Mornings - Share with peers / classes



Child Response to Feedback	<p>Complete – ‘Every Piece Every Time’ – a proofreading exercise <i>(commitment to bi-directional expectations)</i></p> <p>EPIC (learning values) Feedback in response to whole class / individual feedback</p> <ol style="list-style-type: none"> 1. Explore <i>(take time to think)</i> 2. Evaluation <i>(self-reflection / analysis)</i> 3. Perseverance – <i>(relentlessly challenging themselves)</i> 4. Independent - <i>(reciprocal responsibility)</i> 5. Cooperation & Collaboration <i>(peer)</i> 6. Challenge <i>(targets)</i> 7. Creative thinking <i>(presentation – have I represented my learning effectively?)</i>
-----------------------------------	--

Teachers will:

- Assess and evaluate pupil achievement and understanding against specific learning objectives and skills using the school procedures and marking code (appendix 1) (as appropriate)
- Provide whole class feedback identifying strengths and areas for development (as appropriate) and provide time for the Purple Pen of Progress
- Provide group feedback (as appropriate) and provide response time
- Provide individual feedback (as appropriate) and provide response time
- Give verbal feedback (as appropriate)
- Set clear individual targets to challenge and motivate
- Offer questions and suggestions to guide children’s development
- Celebrate, reinforce and reward both good progress and high achievement
- Encourage children to proofread and peer mark through, ‘Every Piece, Every Time’
- Facilitate time for children to read and respond to teacher comments through the Purple Pen of Progress designated reflection / evaluation time

Children will:

- Read teacher and peer comments in designated time to improve
- Commit to trying their best and responding to comments positively
- Proofread and evaluate against age-related expectations prior to submitting work (Every Piece Every Time)

Subject Managers and Leaders will:

- Monitor the consistency of quality
- Evaluate impact and monitor the impact of feedback and marking on learning
- Monitor the quantity and quality of work











Senior Leaders will:

- Monitor the effect of policy and principle on pupil progress

7. APPENDICES

Appendix 1: Marking Code

Appendix 1 - Marking Code

Feedback to children	
<p>My teacher will always give me feedback to improve my work. There are different types of feedback my teacher will give me:</p> <ol style="list-style-type: none"> 1. verbal feedback 2. feedback using the Ranvilles Marking Code 3. written feedback 	
	A tick shows where I have produced the correct answer OR achieved my learning objective OR achieved my target.
	The teacher initials work to indicate that it has been read.
	I have been awarded a House Point either for the effort I have placed into my work or the quality standards I have achieved.
	A correction is needed. My teacher is holding me to account for skills that I have been taught and can use. I must take responsibility.
	A spelling correction is needed. I can use a dictionary or my word bank vocabulary book. I must take responsibility for spelling key words successfully.
	My punctuation needs to be checked. My teacher will expect me to use the correct punctuation. I will proofread my work to correct it and use, 'Every Piece...Every Time' carefully and accurately.
	My grammar needs to be checked. My teacher will expect me to use the correct grammar. I will proofread my work to correct it.
	My teacher gave me verbal feedback and uses this code to show that an adult has talked to me about my learning in that lesson.
	When my work has been Peer Marked, my friend puts their initials in a circle. This also gives the teacher an opportunity to see if my friend is right too.
	I am focusing on being an epic learner. My teacher will praise me or stamp my work to let me know they are impressed and proud of my effort and achievements.