



## Moreland Feedback and No- Marking Policy

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***Mission Statement:***  
***“Reach higher than we dream  
to become the person we really want to be  
as we do the best we can for the world,  
each other and for ourselves”***

In designing and agreeing this policy, the following research and information were collated and taken into consideration:

- 1) The Sutton Trust reports: 'effective feedback' has the biggest impact on children making additional progress (+9 months)
- 2) John Hattie research from 50,000 studies showed that effective feedback has the biggest effect size of all variables (such as reducing class-size, ability grouping, additional adult support etc.), and can accelerate a child's progress by 1 year.
- 3) Teacher feedback, over a number of months, showed that teachers also felt immediate verbal feedback was the most effective for children.

### **Effective Feedback: What is it? (*From the Sutton Trust report*)**

Feedback is information given to the learner and/or the teacher about the learner's performance relative to the learning goals which then redirects or refocuses either the teacher's or the learner's actions to achieve the goal. It can be about the learning activity or task itself, about the process of the task or activity, about the student's management of their own learning or their self-regulation or about them as individuals ('good girl'). Research suggests that feedback is best directed at the task itself and process level. Research suggests it should be:

- About challenging tasks or goals (rather than easy ones);
- Given sparingly (i.e. it needs to be meaningful);
- It's more important to give feedback about what is right than what is wrong;
- It's important to be as specific as you can and, if possible, compare what they are doing right now with what they have done wrong before;
- It should encourage them, and not threaten their self-esteem.

Good feedback has the potential to significantly improve learning outcomes, but only if delivered in the correct way. Shute's (2007)

Education Endowment Foundation (2018): teachers giving high-quality, in-the-moment feedback on learning to enable learners to improve was found to help children make up to eight months' additional progress.

The no-marking policy of Moreland school works within these principles and such our aim is to make use of the good practice approaches outlined by the EEF toolkit to ensure that children are provided with timely and purposeful feedback that furthers their learning, and that teachers are able to gather feedback and assessments that enable to adjust their teaching both within and across a sequence of lessons. Therefore, the Feedback Policy is designed to ensure there is a coherent and consistent approach to how children receive feedback across the school. As such, strategies can include marking, but will mainly be verbal feedback during the lesson.

### **Child as a Learner**

We give children the opportunity to check and edit their own work. This happens numerous times during the day, and sometimes even every lesson. From Y2 upwards (for the more able), but mainly KS2, the children will stop throughout their task, proof-read their work, and edit it using a purple pen to show improvements or in response to verbal feedback.

In order for children to accept that making mistakes is an important and integral part of learning, not all mistakes will require correction (e.g. not every spelling mistake). Mistakes will need to be corrected only if the child needs to demonstrate having understood or met criteria.

### **Live Feedback**

To provide feedback within the lesson to support them in the session and to address misconceptions. Work will be discussed with the pupil, models and scaffolds will be provided if needed. Written marking by an adult is not expected in books, though it may be useful if needed to model or correct spellings; however, the code VF must be used if a misconception has been discussed. The pupil should then respond in purple pen in the moment.

### **Whole Class Feedback**

Where needed, teachers should provide an opportunity for feedback to the whole class in order to cover a common misconception. This may be during the lessons or at the start of the next lesson. After the lesson, the teacher will scan the books of the whole class and note common misconceptions, groups or individuals to work with, presentation or successes in their whole class marking book. Feedback, next steps and misconceptions will be addressed with the class, individuals or a group after the lesson. These sessions are provided to move the pupil/s on in their learning based on children's current level of understanding.

### **Self-assessment**

Children will be given the opportunity to self-evaluate using the success criteria. Rainbow marking is found to be a useful assessment tool for pupils. This method is particularly effective for writing and encouraging children to think about their work and learning.

### **Peer assessment**

To give children an opportunity to celebrate and learn from their peers' achievements against a set success criteria. Peer-assessment should link to lesson specific success criteria.

### **Non negotiables**

- Whole class marking and use of purple pens in all subjects
- Verbal feedback will be noted as VF in the child's book by Teachers and TAs
- Learning Intentions with Success Criteria will be used in all subjects and should be referred to regularly
- The use of the Whole Class Marking book for English, Science and History/Geography with evidence of feedback in books

- The use of teacher feedback/misconceptions and next steps for floor books (PSHE and RE)
- Work is marked in pink and green in Maths either throughout the lesson or at the end with purple pen corrections made
- Pupil completed evaluation sheets in Art and DT
- Lessons in all subjects start with feedback from previous lesson

### **Success Criteria & Written Feedback**

In order to enable children to focus their learning, all lessons will have success criteria. For individual lessons, there should be **no more than three SC**. All success criteria are numbered allowing teachers to easily reference the success criteria addressed giving feedback. This gives teachers a quick and easy way to address when and where success criteria have been met/ not met (see example).

Good presentation can be acknowledged, but not without a comment about the learning objective/success criteria as well. Teachers will be careful when using the word 'good'. They will ensure that the work *is* good, and also mention what is good about it e.g. 'Good *understanding*'.

All marking comments will be written in pink or green pen.

All adults are asked to model neat writing when writing in the children's book, in line with the handwriting policy. All adult writing needs to be correct in grammar, syntax and punctuation.

### **Presentation**

Children are encouraged to present their work well at all times as this develops a sense of pride for their work and learning. If presentation is not of a high standard an adult will pick up on it in the book and remind the child of the expectations. Beautiful presentation should be acknowledged with a presentation stamp. Unacceptable presentation will be acknowledged verbally between the teacher and child or with a presentation stamp.

### **Rewards**

Children may be rewarded for good work, participation and effort with either verbal praise or Dojo Points. It will always be made clear to the children what they have received praise for.

### **Mathematics**

Pink and green highlighters should be used in Maths to mark the learning. In Key Stage 2, children can mark their own work. This should take place during the lesson whenever possible. Children have the opportunity to correct their errors in purple pen during the lesson or at the beginning of the next lesson. This should be modelled so that children understand what corrections and retrying looks like.

**If the teacher wishes to provide prompts in the books, these are examples of how to model the expectations to the pupil:**

**Spelling errors**

The incorrect word is underlined and 'sp' is put in the margin. A maximum of 3 spellings are marked in any one piece of work (unless it is in the purpose of editing).

**Capital letters and handwriting errors**

The incorrect letter is underlined and the correct formation/letter may be written over the top or in the margin.

**Missing words**

A missing word or words are indicated by an arrow ^ where it is/they are missing. The words may be written above the arrow/in the margin, or left for the child to put in themselves.

**Paragraphs**

A new paragraph is indicated by using a double slash // where the new paragraph needs to be started.

**Improvement prompts**

**Shirley Clarke suggests three types of prompts:**

- **A reminder prompt; most suitable for the more able pupil, it reminds the pupil of what could be improved. The simplest form of prompt, it refers back to the learning objective/success criteria.**
- **A scaffolding prompt; most suitable for pupils who need more structure than a simple reminder. Provides further support. This may take the form of a question or a short cloze procedure.**
- **An example prompt; extremely successful with all pupils, but especially with average or below average pupils. This prompt gives a choice of answer, word or phrase. This is the most detailed support and gives children examples from which to choose**

**Examples for Maths:**

**YR Recognise numbers 0 – 10.**

Scaffold prompt: Can you order these numbers in a different way?

Reminder prompt: What is wrong with number \_\_\_\_ ?

**Y2 Use the mathematical names for 2D shapes.**

Scaffold prompt: I have 3 sides and 3 corners. What am I?

Example prompt: Is this shape a hexagon? How do you know?

**Y3 Find a small difference by counting up from the smaller to the larger number e.g. 102 – 97.**

Reminder prompt: Three answers are wrong. Find them and see if you can work out why.

Scaffold & example prompt: Use an empty numberline to count from 95 to 101. 95 100 101

**Y4 Develop and refine + or – of two whole numbers less than 1000.**

Reminder prompt: Could you show another method for solving question 3?

Scaffold prompt: Check your answers using subtraction. How can you do this?

Example prompt: Now try this sum using larger numbers  $2475 + 1523$

Example prompt: Try this problem: On Monday 207 children and 98 adults went to the cinema. How many went in total? How many more children than adults went to the cinema on Monday.

**Examples for English:**

**What the child wrote: *It was dismal.***

Reminder Prompt: Say why you thought this.

Scaffold Prompt: Why was it a dismal time? Why did you hate being there?

Example Prompt: Choose 1 of these: It was dismal because... ...I was bored all the time. ...I only had my grandad to talk to.

**What the child wrote: *Nobody believed him.***

Reminder Prompt: Say how you think this made him feel.

Scaffold Prompt: How do you think X felt about not being believed? Write another sentence that tells us.

Example Prompt: Circle how he felt: Angry Annoyed Upset Frustrated \_\_\_\_\_ your idea

**What the child wrote: *The burglar ran towards the car park and drove off.***

Scaffold Prompt: Fill in the gap with an adverb: The burglar ran \_\_\_\_\_ly towards the car park and drove off.

Example Prompt: Tick which adverb would describe how the burglar ran: The burglar ran... Quickly Slowly Hesitantly Haphazardly Chaotically \_\_\_\_\_ your idea

**What the child wrote: *He was a bad monster.***

Reminder Prompt: Think of a better word than 'bad'.

Scaffold Prompt: What kind of monster was he? Think of another word that means the same as 'bad' and write it below.

Example Prompt: Which word describes the monster better than 'bad'. Ferocious Evil \_\_\_\_\_ your choice

**Examples for Science:**

**What the child wrote:**

Reminder Prompt: Explain how this shows/ proves....

Scaffold Prompt: Why do animals need water to survive? Animals need water to survive because....

Example Prompt: Choose 1 of these: Unsupported objects fall towards the earth because a) they are heavy b) of the force of gravity c) of air resistance

**Examples for Foundation Subjects**

**What the child wrote: *The Anglo Saxons invaded England***

Reminder Prompt: Say why you think this. What is the evidence?

Scaffold Prompt: Why did the Anglo Saxons come to England? Anglo Saxons came to England because.....

Example Prompt: Choose 1 of these: Anglo Saxons came to England because a) they wanted to travel b) there was fertile land for farming c) they were at war

## LI for English

- Think Back Three should be included on the slides for children to answer either on mini whiteboards or as a class.

Date/dates: Wednesday 22 <sup>nd</sup> February 2023
<b>LI: To write a structured non-fiction paragraph.</b>
To be successful, I will:
1. Begin with a topic sentence and end with a concluding sentence.
2. Include 3 supporting details in sentences.
3. Use subordinating conjunctions to extend my sentences.
<b>Challenge:</b> Use a semi-colon in one of your supporting detail sentences to separate two main clauses.
<b>Vocabulary:</b> adventurous energised exhilarating













## LI for Maths

- A learning intention must be put into Maths books at the start of each new unit. This could last for 1 week, 2 weeks or more depending on the length of the unit.
- The small steps for the unit should be written onto the learning intention (they can be grouped if needed).
- Key and new vocabulary for your year group should be included (all vocabulary is on the Maths vocabulary progression document).

<b>Unit begins:</b> Monday 4 <sup>th</sup> September 2023
<b>Unit: Place Value</b>
<b>Small steps for this unit:</b> <ul style="list-style-type: none"><li>✓ Read and write numbers to 10,000,000</li><li>✓ Count in powers of 10</li><li>✓ Identify numbers on a number line up to 10,000,000</li><li>✓ Compare and order numbers to 10,000,000</li><li>✓ Round any integer</li><li>✓ Understand and use negative numbers in context</li></ul>
<b>Vocabulary:</b> millions ten millions integer negative numbers

## LI for Science

- Learning intentions should have the enquiry and investigation skills highlighted to show which area/s of working scientifically were covered.

Date/dates: Thursday 25 <sup>th</sup> May 2023						
<b>LI: To understand why living things change over time.</b>						
To be successful, I will:						
1. Understand Darwin's findings through his observations of finches' beaks.						
2. Make predictions about finch distribution based on data.						
3. Identify scientific evidence that has been used to support ideas.						
<b>Working Scientifically: Enquiry Skills</b>						
Asking Questions 	Making Predictions 	Setting Up Tests 	Observing & Measuring 	Recording Data 	Interpreting & Communicating Results 	Evaluating 
<b>Working Scientifically: Types of Investigation</b>						
Observing over time 	Comparative and Fair Testing 	Identifying and Classifying 	Pattern Seeking 	Research 		
<b>Challenge:</b> What do you think would happen if the flying insects died out on Espanola island? Why?						
<b>Vocabulary:</b> adaptation      environment      evolution      survival of the fittest						

## LI for all other subjects

Date/dates: Wednesday 18 <sup>th</sup> January 2023	<b>GEOGRAPHY FOCUS</b>
<b>LI: To understand the three main stages of the global supply chain.</b>	
To be successful, I will:	
1. Know who and what is involved in each stage.	
2. Understand what the terms 'Primary, Secondary and Tertiary' mean.	
3. Recognise the order of the stages in the supply chain.	
<b>Challenge:</b> Which stage of the supply chain do you think make the most profit? Why?	
<b>Vocabulary:</b> secondary primary tertiary import export	
<b>Think Back Three:</b>	
1) What was the Cutty Sark's main cargo? _____	
2) Name three items that were traded in the 17 <sup>th</sup> century. _____	
3) Why does the UK have to import mangoes? _____	