

AFNORTH International School

BC Section

Feedback for Learning - A Learning Culture



Marking and Feedback is the main vehicle for communicating assessment to children and supporting them on their learning journey. Effective feedback is critical to help support pupils to improve their learning and reach their full potential. At AFNORTH School oral and written feedback is constructive and positive. This ensures that children are encouraged, motivated and confident and ultimately take ownership of their learning by knowing how well they have done and what they need to do to improve.

Key Principles of Marking and Constructive feedback

Marking and feedback should:

- Recognise, encourage and reward the individual child's effort and achievement, and celebrate success;
- Be directly linked to the learning objective/success criteria;
- Give meaningful and clear indicators of the next steps in their learning;
- Be part of an ongoing dialogue with staff and the child;
- Encourage the child to reflect on their learning;
- Inform assessment and future planning;
- Encourage and remind all children to self-correct
- Provide marking that is sensitive to the needs of the child; in order to encourage and avoid destroying a child's confidence, teachers will avoid marking every single mistake
- The key focus (learning objective with success criteria) should not be obscured. Staff and students demonstrate the difference between up levelling (against success criteria) and editing for grammar, spelling and punctuation (individual targets)

Marking Key

✓	Correct / Good point-I like this
.	Incorrect / Look again
Sp	Spelling
P	Punctuation
^	Omission
//	New paragraph
SM (Initials) S	Indicate by initialling where oral feedback or conferencing takes place and/or where a child has been supported Support given

Written Feedback

Learning objectives and success criteria should provide the focus for feedback from teachers as well as peer and self-assessment. Work will be marked using a **purple** pen. Appropriate comments or prompt questions will be written in language that the child understands and will be in legible modelled script. When drafting children will write on the right and learn on the left.

The following strategies are to be used as appropriate:

- **Two Stars and a Wish**
 1. Stars will identify two areas of strength within their work and the wish will show the child an area to develop within their work.
 2. Children should be given the opportunity at the beginning of the next session to reflect on and respond to this marking.
- **'Tickled Pink' and 'Green for Growth'**
 1. 'Tickled Pink' and 'Green for Growth' highlighting to be used on written work
 2. To begin with class teacher will model, possibly reinforced in plenary sessions on shared writing, to reinforce success criteria, this could be extended to self and partner assessment when embedded.
 3. Teachers should aim for more pink than green.
 4. Green for growth could link to an individual target and should be one clear, focussed step for development.
 5. Children are to have time to reflect on and respond to this marking at the beginning of the next session.
- **Teacher/Child Conferences**

Foundation Stage

In the Foundation Stage, children are primarily given feedback orally in a way which encourages them to value their learning and to be aware of their next steps. Time should be built in to individually conference with children.

There will be simple comments related to the learning objective written in their writing books along with a next step. Stickers and stamps may also be used.

Teachers/TA's to indicate level of support given using code: **I = Independent S= Support**

Key Stage 1-IY2-3

In this phase the aim is to get the children more actively involved with the feedback process.

Children should become increasingly confident about identifying their next steps.

Teachers to indicate level of support given using code: **I= Independent S= Support**

- **Some verbal feedback happens within the lesson and should lead to direct action on the part of the pupil or group of pupils.**
- **Written feedback has differing purposes.**
 - 1: As an aide memoir for the teacher for verbal feedback to be given in the next session, praise, improvements, prompts.
 - 2: To indicate to the child the successes they have made and how their work might be improved next time, through comments of praise, improvements and prompts.
- **Self/Peer Marking**

Getting children to take ownership of their marking is a slow process which begins with teacher modelling, shared marking and the teachers own quality marking against the learning objective:

- What do they like about the work?
- Identify success against the learning objective
- Identify where improvements can be made against the learning objective

Deep marking should take place after the drafting stage.

- Children (IY3) can identify successes against the learning objective and then share them with a partner or the class.
- Next, children can identify 1-2 successes and 1 place where work could be improved against the learning objective and success criteria (pink for tickled pink and green for growth!). The teacher then may also add an improvement suggestion at the end.
- Next step, as above but children suggest their improvement.
- Children can repeat the process as pairs to find successes and improvement *together*.

Key Stage 2-IY4-IY7

Phase 2 children should become more responsible for self and peer marking allowing for age and ability. They should be taking on more ownership and responsibility for their learning and have a secure knowledge of their next steps.

- Teachers to deep mark at least once every two weeks. This should clear up misconceptions and identify next steps. This will be done by using closing the gap prompts written on the left and two stars and a wish;
- Marking on the other days will follow the 'Tickled Pink' and 'Green for Growth' method.
- Targets should be reviewed regularly and responded to by both pupils and teachers;
- Peer marking and self-marking (in a different coloured pen/pencil to that of the teacher) should be used as much as possible to provide immediate feedback so that children can move on in their learning during the lesson.
- Teachers will need to plan in time for the children to act on their feedback.
- The children can link 'Tickled Pink' and 'Green for Growth' into the peer and self-marking, using pink and green pencils/highlighters
- High standards of grammar, punctuation and presentation are encouraged e.g. use of a progression ladder/pyramids/rubrics. These can be a feature of the main learning objective or a parallel individual/group target

Self/Peer Marking

- Children are encouraged to edit their work before presenting it.
- Provide opportunities for children to self-mark against an agreed success criteria/rubric and peer mark in order take ownership of the learning and identify their own next steps.
- Children will also be encouraged to use pink and green highlighters to self-assess their own work.

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