St Joseph's Institution International School

Enabling youth to learn and to learn how to live, empowering them to become people of integrity and people for others.

ES Marking and Feedback Policy

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This policy is written in the spirit of putting into practice our Lasallian core values.
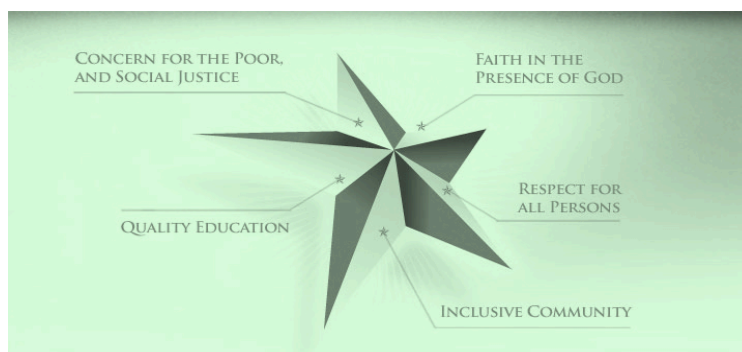
<u>**Purpose**</u>

The primary aim of feedback is to further children's learning. Research indicates that while effective feedback has a significant impact on learning, traditional marking is often inefficient and places an undue burden on teachers (EEF, 2021)

At **SJIIS**, we prioritise approaches that encourage students to actively engage with feedback, think critically about their work, and take responsibility for their learning. To support this, teachers dedicate time in lessons for **reflection and improvement**, which we call **'Glow and Grow'.** This ensures that feedback is timely, actionable, and meaningful.

> **Dylan Wiliam:** "Feedback should be used to improve student learning rather than simply justify a teacher's marking."

> **Daniel Willingham:** "Memory is the residue of thought," meaning that by thinking deeply about their work, students are more likely to retain and apply their learning.

<u>Principles of Effective Feedback</u>

✔ Students must actively engage in feedback to maximise learning gains.
✔ Feedback should empower children to **take responsibility** for improving their work.
✔ Written comments should only be used as a **last resort** if students cannot identify their own errors.
✔ Feedback should be provided **in the lesson itself** or in the **next appropriate lesson**.
✔ The next steps for students should be in the **next lesson**, where they can apply their learning.

<u>Marking and Feedback Approach</u>

<u>1. Response to Longer Writing Tasks</u>

Teachers adopt a responsive approach to feedback in writing. After reviewing students' work, they identify common strengths and areas for improvement across the class. This feedback is then delivered during Glow and Grow time, using the most appropriate strategy to support student learning and progress.

◆ **How it Works:**

- Teachers highlight 'Glow' moments in pink (successes).
- Areas for improvement are targeted during Glow and Grow moments listed here
- Students complete all Grow and Glow moments using a **green pen** (Grow) to show progress.
- These Glow and Grow moments can range from 5 minutes to perhaps a full lesson.

2. Flexibility to Respond After Each Lesson

At **SJIIS**, teachers have flexibility in responding to student progress **after each lesson.**

◆ KS2 English:

- Teachers will plan three lessons over four days, allowing time for Glow & Grow moments as part of responsive teaching. These sessions do not need to be standalone lessons but should be embedded throughout the week in response to student work.
- Teachers use assessment strategies **(see link)** to ensure timely and effective feedback.
- Teachers adapt their instruction/lesson plan based on student learning, ensuring that each lesson both reflects on the previous and informs the next, rather than progressing without addressing students' needs.

Example in the classroom:

The teacher plans 4 English lessons. She delivers lesson 1 and the outcome of this lesson is to write compound sentences. In this lesson, the teacher moves around the classroom. At the end of this lesson, and having looked at the books, she recognises that the children are clearly struggling with using two simple sentences. Instead of progressing onto the next lesson (using compound sentences in a paragraph) she uses a 20 minute Glow and Grow moment at the beginning of lesson 2 to target this area of need for her class. She then feels ready to move onto the next lesson content.

3. Learning Objectives as Assessment Points

Each piece of work must begin with the **Learning Objective (LO)**. On the next line, the children will write the date. In English, this will be written as the long date and for other subjects, the short date will be used. The LO and date should be on different lines and should be underlined. The LO will be used to provide a clear focus for learning and assessment. In planning, teachers should consider the success criteria for each lesson and this should be shared verbally with the children at the beginning and end of the lesson.

Symbols Used for Assessment:

✓ – Objective achieved
/ – Partially achieved
. – Not yet met, further support required

Example in class:

*The teacher moves around the room and works with a small group for the lesson. He is able to start using the symbols against the LO towards the end of the lesson and continues to do this after the lesson has finished. The teacher uses this to **plan targeted Glow & Grow moments (see link)** for the very next lesson.*

4. Signposting

Signposting is a feedback strategy where teachers **guide students towards areas for improvement** rather than simply providing corrections. It helps students **identify next steps and take ownership of their learning**.

Instead of detailed marking, teachers use **symbols** to direct students to **specific areas** in their work that need improvement. The teacher does this by grouping the children for Glow and Grow moments based on their work in the previous lesson.

Example in class:

The LO is to write compound sentences. During the lesson, the teacher moves around the classroom, highlighting examples of Glow. After the lesson, the teacher reviews the books. She uses symbols to group the

children into 2/3/4 groups based on their needs. This could be a challenge group who have exceeded the LO, a practise group that needs to practise more, a support group who needs an adult to help them and a group who have not yet met the LO. At the beginning of the next lesson, the teacher displays a 4 section grid on the board, each one with a symbol, and a mini task to complete.

5. Conferencing in Lessons

One of the key strategies during Glow & Grow moments is individual conferencing, where teachers provide personalised feedback. These conferences take place during class time while students are independently working. Teachers will call students to a designated conferencing space or table to discuss their work, offer verbal feedback, and guide them through specific improvements. This may include highlighting strengths (Glows in pink pen), prompting with targeted questions, or modelling edits to support their learning.

✔ **During these sessions, teachers will:**

- Provide **verbal feedback** and model improvements.
- Use clear, **visual symbols** to guide student edits.
- Use pink highlighter/ pen to highlight areas that 'glow'
- **Record common errors** to address in class discussions. These may then form part of a Glow and Grow moment.

Example in class:

The students are writing a story in class independently. During this time, the teacher is pulling different children for conferencing. After this lesson, the teacher realises that run-on-sentences are clearly a common error for the class. In the next lesson, she plans to start with a Glow and Grow moment to target this.

Monitoring

At SJIIS, we recognise the vital role that feedback plays in student learning, and therefore, ensuring the effective implementation of this policy is a key priority. To maintain consistency and best practice, dedicated time (see calendar here and checklist here) will be provided during year group meetings for teams to review each other's books, share strategies, and ensure alignment with the policy. These sessions will serve as valuable opportunities for collaboration, allowing teachers to exchange effective techniques and refine their approach. Additionally, ongoing professional development will be offered to further support staff in delivering high-quality feedback.

Key Glow & Grow Strategies Used at SJIIS

(Poster for overview)

1. Gallery Feedback *(Based on Ron Berger's Critique Model)*

Students walk around the room, reviewing peer work and leaving constructive comments on post-its.

2. Self-Assessment

Students are explicitly taught how to self-check their work, verifying answers and identifying errors. Teachers model this using visualisers.

3. Group Editing in KS1

For younger students, group editing sessions are facilitated by the teacher, ensuring **targeted support** while promoting independence in paired editing. Teachers model this using visualisers.

4. Peer-Assessment

Students evaluate anonymised or fictional examples illustrating a common error before reviewing their own work. Teachers model this using visualisers.

5. Conferencing (within Writer's Workshop)

Conferencing in lessons is a structured yet flexible one-on-one or small-group discussion between the teacher and students to provide personalised feedback, support learning, and guide next steps.

6. Signposting

Signposting is a feedback strategy where teachers **guide students towards areas for improvement** rather than simply providing corrections. It helps students **identify next steps and take ownership of their learning**.

Quick-Reference Checklist for Teachers

✅ Are students actively engaging with feedback?
✅ Have you provided in-lesson feedback where possible?
✅ Have students had **dedicated Glow & Grow time**?
✅ Are students using **green pens** for edits?
✅ Are Learning Objectives clear and used for assessment?
✅ Have you adapted the next lesson based on feedback?

By implementing this policy, **SJIIS ensures that feedback is a powerful learning tool**, prioritising **quality engagement over unnecessary teacher workload**.