

HEATHCOTE

Primary School

Feedback Policy



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Person responsible for review	Deputy Head Teacher
Signed by Chair of Governor	March 2023

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Aims

This feedback policy for staff aims to:

- *Ensure that marking and feedback consistently provides evaluative and effective opportunities for children to develop and extend their learning,*
- *Ensure that marking and feedback leads to impact and progress within the lesson and in future pieces of work in all subjects.*

Successful feedback and opportunities for children to assess their own and peers' work helps lead to:

- well-developed attitudes to learning,
- reflective learners
- identifying gaps between what they can do now and what they need to do to progress.

All members of staff are expected to be familiar with the policy and to apply it consistently.

Approach

Feedback should:

- Be live and delivered at the point of teaching.
- Be manageable for the teaching team and involve all members of the teaching team.
- Be accessible and meaningful for the children.
- Relate to the learning objective.
- Give recognition and praise for achievement and clear verbal next steps for improvement.
- Allow specific time for children to reflect and respond to next steps.
- Respond to individual learning needs, taking opportunities to feedback face to face (live marking) where possible.
- Show pupils that their work is valued through stickers, stamps and highlighted examples.
- Provide ongoing assessment to inform future planning.

Learning objectives

Learning objectives should be clearly displayed at the start of a piece of work, after the date and will identify what lesson is being taught, e.g

In History, we are learning to / In Science, we are learning to

At the end of the piece of work the teaching team should stamp or tick the child's learning objective as recognition of the work being completed.

In maths and English books, the subject does not need to be specified at the start of the Learning Objective.

EYFS & Key Stage 1

Learning objectives can be prepared by the teaching team on labels or strips of paper and placed into the pupils' book in the appropriate place.

Key Stage 2

Pupils can write their own date and learning objective, paying attention to accurate spelling and punctuation. Incorrect copying from the board should be addressed through live feedback. Consideration should be given to children with SEN needs to support them with recording the date and learning objective.

Live Marking

This is a verbal, developmental comment in relation to the learning objective that intervenes to support, consolidate, accelerate or challenge the child's learning.

The aim of live marking is to change the mind-set of the child and encourage them to become more independent learners; self-checking and editing their own work regularly and before asking a teacher.

Where the child has met the learning objective, the teaching team should highlight sections and examples in **colourful highlighters** throughout a piece of work. Adults should not highlight all the work but a quantity that demonstrates a secure level of understanding (Appendix 1).

Whilst live marking, the teaching team should:

- Draw the children's attention to **all age-appropriate** spellings, grammar and punctuation errors.
- The opportunity should be given to allow children the time to correct these.
- If there are still age-appropriate spelling, grammar and punctuation errors, these should **all** be corrected in **green pen**.
- Age-appropriate errors may include high frequency words, days of the week, reversal of digits and letters, key topic words

- It is important that whilst correcting the error, the adult explain the misconception to the child.
- The aim is that children will develop greater independence when editing their work and develop their understanding.

Teachers should ensure that they use neat and legible handwriting, modelling the school's adopted handwriting scheme, when correcting misconceptions.

Teachers should plan in editing time for children, this could be through the use of editing strips.

EYFS

Highlighter may be used to support children with misconceptions, such as incorrect letter formation or number reversal.

Verbal Feedback

Verbal feedback is part of the live marking process and is important in supporting pupil learning. It is particularly important for speaking and listening or other activities where no written/concrete outcome is produced.

Self and Peer Assessment

We want to encourage children to be reflective learners and to have a real grasp of their own strengths and areas to develop. By being involved in marking their own work or by giving verbal feedback to a peer, based on clear success criteria, pupils can demonstrate a sophisticated level of understanding about the learning taking place in a lesson or over a period of lessons.

Teacher can use success criteria to support children in self and peer-assessment:

Monday 19th October 2021		
In English, we are learning to write a diary		
Success Criteria:	Self	Peer
- I have written in full sentences		
- I have written in the 1 st person		

Before peer marking should commence, children will be taught how to verbally peer mark and critique others' work. Children should not write comments in each other's books.

Where children may be using a highlighter to identify learning, they should initial at the top of the page next to the highlighter colour.

Presentation

The approach to presentation should be consistent across the school:

- The teaching team should expect high levels of presentation at all times.
- Work on all pages in the book.

- Write and underline the date and learning objectives; the date will be numerical in maths books (09.09.21)
- Children should use a pencil or a blue handwriting pen (Year 3 upwards) to write.
 - When children are demonstrating joined, neat handwriting a pen can be given. If handwriting does not remain fluent and neat, the child can revert back to using a pencil.
- Errors should be crossed out using one, neat line. No rubbing out.
- Children’s editing and improvements should be completed in purple pen.
- In maths books, when writing numbers one digit should be written in its own square.
- In maths books, a ruler should be used to draw shapes, graphs and labelled diagrams.
- In maths books, children should fold their page to create a middle margin. They should start writing on the left side of the page. A middle margin is not needed if children are using tables or graphs.
- If work needs to be stuck into books, edges should be trimmed and work should be stuck in neatly and straight. No logos should be visible.
- Children should not write on the front of their books.

Additional adults

Teaching assistants

Teaching assistants should follow the marking policy.

They should initial the page TA

Supply staff

Where supply teachers have covered for a short period they should initial the page to indicate that it was not the usual class teacher. Long term supply teachers should adhere to the feedback policy.

Student teachers

Where a student teacher is working with a class, they should mark work under the guidance of the class teacher and in line with the feedback policy.

Monitoring

Feedback will be monitored by the Leadership team through book scrutinies and learning walks. During the monitoring cycle, children will be selected at random by the SLT to discuss their understanding of our marking and feedback approach.

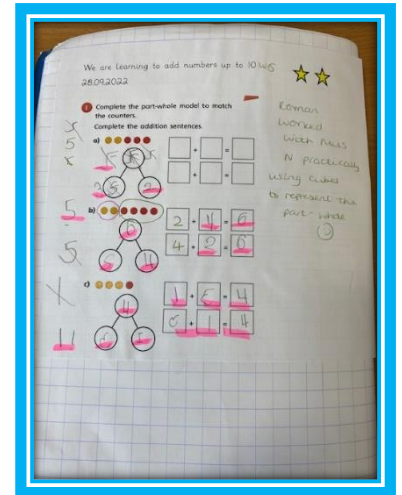
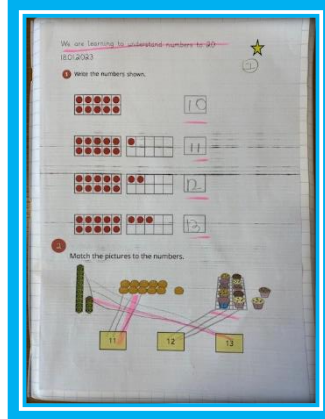
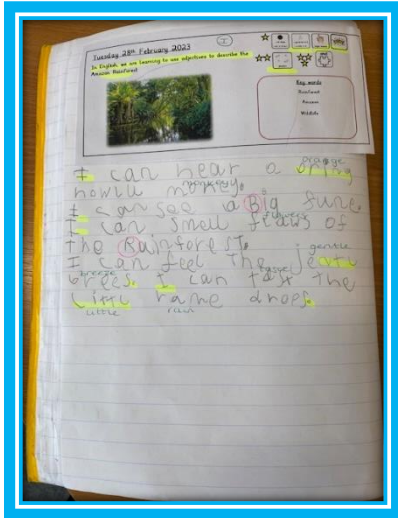
Moderation

Subject leaders will organise moderation on a regular basis, with the support of the SLT. Moderation will provide opportunities to share good practice and ensure consistency in the way that the feedback policy is applied.

Teaching staff are expected to participate in Trust moderation meetings and Warwickshire trial agreements.

Appendix 1

Examples of live marking in Key Stage 1



Examples of live marking in Key Stage 2

