Feedback Policy

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Review:	3 Yearly/ As appropriate

Approved by:	Governing Board	**Date:**	December 2022
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Achieve Believe Succeed
'They shall have life, life in all its fullness' (John 10:10)

Feedback Policy

Date Ratified	Review Date
December 2022 - B. Heades	December 2025

Revision History

Date of Revision	Summary of Changes	Approved
14.12.2022	Name of policy changed from 'Marking Policy' to 'Feedback Policy'	*H. Hamson.*
14.12.2022	"During Maths and English lessons" has been amended to "all subjects" in the 'Rationale' section.	*H. Hamson.*
14.12.2022	The use of 'target sheets' has been removed from objectives section.	*H. Hamson.*
14.12.2022	The use of 'pen licences' has been removed from presentation criteria and amended.	*H. Hamson.*
14.12.2022	The use of positive written comments has been removed from the 'Feedback' section.	*H. Hamson.*

Rationale

To ensure all pupils have their work feedback upon effectively so that they understand how to improve their learning, provide greater clarity on their current progress against targets and achievement of the learning goal, during all subjects.

Aims

- Support pupils in linking achievement to effort rather than ability.
- Have a consistently high standard of presentation and marking across the school that is consistent. Marking clearly identifies the next steps for learning.
- Show that we value the effort being made with a particular piece of work but highlight work that is not of a child's highest standard.

Objectives

When considering our aims we should:

- Mark against evidence of progress towards the "I can …" learning goal for the lesson and also the relevant targets which have been selected to support learning in a particular lesson.
- Train children to self and peer assess, as this will enable them to become independent learners and understand how to make progress.
- Highlight when children make progress and be specific how they can improve e.g. Use of green to highlight where the target has been met, and use of yellow to highlight where work can be improved.
- Encourage and support further effort (getting a balance between support and challenge).
- Ensure responses to feedback by children are in purple.
- Symbols/ code used by teachers should match the appropriate marking code (see front covers in relevant books)

Presentation criteria include:

- DUMTUMS (date, underline, miss a line, title, underline, miss a line, start)
- "I can" Learning goal.
- Letter / number formation
- Spacing
- Punctuation
- Underling with a ruler
- Pride in work and neatness
- Quality of handwriting
- Sharp pencil
- Blue pen used when children are ready

Support and Monitoring

Effective practice in marking and presentation will be regularly shared in meetings, staff and key stage. Teachers have access to this policy. Marking and presentation will be monitored during lesson observations, learning walks and book scrutiny. Feedback on good practice and areas for development will be given as soon as possible after monitoring.

Foundation / Key Stage 1 and 2 Expectations

Presentation

- Each piece of recorded learning should have a date and the "I can" learning goal as a title.
- In English, Science and the Foundation Subjects, the date should be written in words. In Maths, the date should be written in numbers, in both their work booklets and blue exercise books.
- All questions and answers should be numbered.
- If colours are needed in exercise books, coloured pencils, not felt tips, should be used.
- All exercise books to be labelled and not defaced by pupils.

Feedback

- The most effective feedback highlights where targets have been met, where learners have not met the standards expected, where areas for development are highlighted, and where possible, is done with the child.
- Written response should be in a style that is easily read by the child. Verbal feedback may be commonly used and will be recorded as "VF".
- Marking should reflect the achievement of the "I can" learning goal, or a target given within a lesson, using a green highlighter.
- Teachers should require children to respond to reactive feedback during a lesson, or to feedback before the start of the next lesson in that subject.
- The teacher should take care when marking and be aware of their own neatness.
- Marking should be completed in black pen.
- Where used, work completed on additional paper should be trimmed and stuck into books, neatly, with glue.
- Teachers/children should record who, if appropriate, has supported them with their work.
- In English, teachers will use a pink line under incorrect spellings, incorrect punctuation, and grammatical errors that the children need to correct. Expectations of the children will reflect to age/ability of individual learners. These should be corrected by the child in the work.
- In Maths, teachers will use pink to highlight incorrect answers, or incorrect calculations within the process of coming to an answer. Areas for improvement (e.g. incorrect/inappropriate use of vocabulary when reasoning) will be highlighted in yellow.
- In Science, teachers will use pink to highlight scientific misconceptions, incorrect spelling/inappropriate use of scientific language, and basic age-appropriate grammatical/punctuation/spelling mistakes in written work (e.g. A year four pupil not using capital letters and full stops correctly). An assessment grid for each unit will also be used to assess each child's progress against the
- In the foundation subjects, teachers will use pink to highlight subject-specific misconceptions, incorrect spelling/inappropriate use of technical language, and basic age-appropriate grammatical/punctuation/spelling mistakes in written work (e.g. A year three pupil not using a capital letter when writing the name of a country during a geography lesson).
- Children will respond to pink/yellow highlighting, using the "purple pen/pencil of power".