

Feedback Policy



September 2024

To be reviewed September 2026 or as required

Aims

- To ensure that all work (including homework) is marked in accordance with the expectations set out in this policy.
- To provide consistency in feedback and a clear understanding of the agreed expectations.
- To use feedback as a tool for formative assessment, to support pupil achievement and give precise steps for improvement which result in all groups of pupils achieving well.
- To ensure that pupil feedback in books is purposeful to the intended learning, manageable for teachers and accessible to pupils.
- To give recognition and praise for achievement and demonstrate to pupils that their outcomes are valued.

Pupil work should indicate that they have understood and improved their knowledge or skill base as a result of adult interventions or feedback (impact). The use of written or verbal feedback is the first step only and the pupil response to this, either immediately in green pen or in subsequent pieces of work, will indicate whether the feedback has been effective.

Teacher Expectations

- Assess all subjects to inform their understanding of achievement and to demonstrate to pupils that their work is valued.
- To be effective, the feedback must be both regular and frequent. It is appropriate to do this during a lesson with the child and sometimes at the end of an application task. Feedback is often best carried out with the child present.
- To have impact, feedback should be completed as soon as possible after work is completed, usually before the next lesson.
- Where work has been set for a cover teacher, the class teacher should indicate their expectation of feedback, in the case where this does not take place, the class teacher will ensure that the work is reviewed according to this policy.
- Feedback should be used to identify groups (who may be different to usual table groups) who will need to work with an adult the next day in order to consolidate understanding of a learning concept. An easy way to do this is to physically keep the books in a different pile and read from the names at the front.

Pupil Expectations

- Read and respond to the comments made by adults in their books daily.
- Take time to correct and finish off work where appropriate.
- Cross out mistakes neatly using a pencil / pen and ruler.
- If responding to comments, these need to be learning based responses and in line with our presentation policy.

Expected Feedback Components

Success Criteria / Steps to Success

Each piece of work will have a Learning Intention and Steps to Success (mathematics) or Success Criteria (other subjects) sticker and need to indicate completed independently (Indep), with teacher support (CT) or with other adult support (OA).

L.I. To use the grid method to multiply a 2-digit number by a 1-digit number Steps to Success: <ul style="list-style-type: none">• I can partition the 2-digit number into the top of the grid• I can place the 1-digit number into the side of the grid• I can multiply the tens and then the units• I can total my answer at the end		
CT	OA	Indep

It is expected that success criteria / steps to success (mathematics) is highlighted in **GREEN on the sticker** when evidenced in pupil outcomes.

Light Touch Marking

Light touch marking is defined as an indication that work has been checked through **with misconceptions corrected**.

A misconception is a response which is incorrect because it has:

- **Content inaccuracy:** This is based on either an incorrect understanding of knowledge or an assumption e.g. *polar bears and penguins live in Antarctica* or *the Victorians lived in 1920* / an incorrect calculation strategy applied in mathematics / incorrect use of grammar structures in literacy / inaccurate or poor word choice.
- **A basic skill error:** Skills such as missing capital letters/full stops, incorrect spellings or errors in methodology such as not carrying tens when using a compact addition method.

To be effective light touch marking must happen systematically to avoid books or work being missed. This will be done through **verbal feedback (immediate intervention), marking code notation (after the lesson)** and where further clarification is needed, **a question, written example or prompt**.

See Appendix 1 and 2 for additional information of how this is applied in practice.

Expectations of feedback in pupil books

Pupils' work is marked in **red pen** so it can clearly be seen. Teacher's handwriting in comments must be legible to the child and model cursive handwriting.

When **verbal feedback** is given, pupils should evidence the changes made as a result of this either using a **green pen** e.g. when adding capital letters/recalculating or the subsequent work showing measured improvement as a result of adult intervention. The teacher should write VF in the margin of the child's book to indicate that this has happened.

Any children's responses to **feedback questions, written examples or prompts** will be in **green pen** so that they can be easily identified. Stamps, stars and stickers may be used to provide further specific encouragement and positive reinforcement.

As part of the daily classroom routine it is expected that at the start of each session, children look at the teacher comments or annotations from the lesson before and, if appropriate, respond in green pen.

Where misconceptions are repeated, despite feedback, it is expected that teachers intervene in response through a more focussed intervention or discussion.

Expectations in EYFS, KS1 and KS2

In EYFS

- In Special Books adults should systematically date and evaluate through comment specific areas of learning to enable a comprehensive profile of pupil work to be compiled (see also EYFS handbook). Pupil verbal comments should be scribed in **green pen** by the key worker.
- In group focus Literacy and Numeracy weekly tasks marking intervention should identify misconceptions and address these through a question or through verbal feedback. Responses should be evident either through pupil green pen corrections in the work or through their comment being scribed. This is not expected of children at the earliest stages of learning who are not yet able to access comments or corrections meaningfully.

In Key Stage One and Key Stage Two

As a minimum ALL work should be subject to light touch marking to demonstrate to pupils that their work is valued and to identify common misconceptions which will inform the next lesson.

Maths books, spelling tests, early morning work, homework, handwriting, reading journals, geography, history, science and art and design books are expected to be light touch marked.

Literacy

In addition to light touch marking, we expect the following to be used in literacy.

Cold and Hot Write feedback

This is assessed in depth taking account of language choices, text organisation etc (inclusive of spelling and grammar).

- Within this piece of work, a personal target should be set.
- Incidental writing across a unit should identify opportunity to practise the target skill.
- The target should be assessed in the hot write to evaluate progress over time.

Editing (peer and self assessment)

The English curriculum requires children by the end of KS1 – specifically those who are working within the greater depth standard – to be making ‘simple additions, revisions and corrections’ in their writing. By the end of KS2, the editing requirements of the curriculum become more varied, focusing on children editing and evaluating by ‘assessing the effectiveness of their own and other’s writing’ and ‘proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.’

In Years 2, 3 and 4, where a teacher considers groups of children to be ready to adopt a form of peer and self- assessment this may be included. Children should read their work and look for identified punctuation errors, making edits in green pen. **If used, these must be checked and acknowledged (e.g. with a tick or comment) by the teacher with any misconceptions addressed.**

In Year 5 and 6, children should be taught to make appropriate additions, revisions and corrections through proof-reading and editing. This should be carefully modelled to ensure **precision in what is being edited and why. When used, this must be checked and acknowledged (e.g. with a tick or comment) by the teacher with any misconceptions addressed.**

Feedback for pupils with SEND

Most pupils with SEND should typically receive the same feedback as other pupils. However, teachers are expected to use their professional judgement over which types of feedback have the most impact regardless of key stage, ensuring that the choice made does not further disadvantage the child. Making some types of feedback accessible to pupils e.g. though the use of scribing or supported responses may be appropriate. Pupils with more significant needs who are supported by another adult may have direct written feedback by this adult however outcomes and are still expected to be checked by the class teacher.

Making written feedback manageable

Feedback is an essential part of personalising and accelerating pupil achievement, as well as demonstrating to pupils that we value their work. The most effective teachers use strategies to ensure that feedback is completed regularly and with maximum impact. Some or all of the following strategies are used to make this workload manageable.

- Mark work with focus groups during the lesson.
- Some lessons/activities may allow you to visit several groups of pupils during a lesson and feedback during the lesson e.g. handwriting is often best marked during the session.
- Give verbal feedback indicating VF and ask children to record their response in green pen.
- Balance 'active' teaching time with time when pupils can work with increased independence, facilitating marking time
- Plan when work which requires more intensive feedback (e.g. longer writing pieces) is delivered to ensure it does not coincide with other priorities, or other longer marking tasks on the same day.
- Don't stop until you have completed a set of books to avoid missing individual pupils.
- In mathematics, make a list of the correct answers to mark from.
- Refine time management skills and use any gaps in teaching time effectively, don't delay starting!


Links to other policies

<ul style="list-style-type: none">• Teaching & Learning Policy• Assessment Policy• Writing Policy• Spelling Policy• Homework Policy• Literacy Policy• Maths Policy	<ul style="list-style-type: none">• Classroom Organisation Policy• Home Learning Policy• Most Able Policy• Pupil Voice• Presentation Policy• Most Able Policy
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Appendix 1

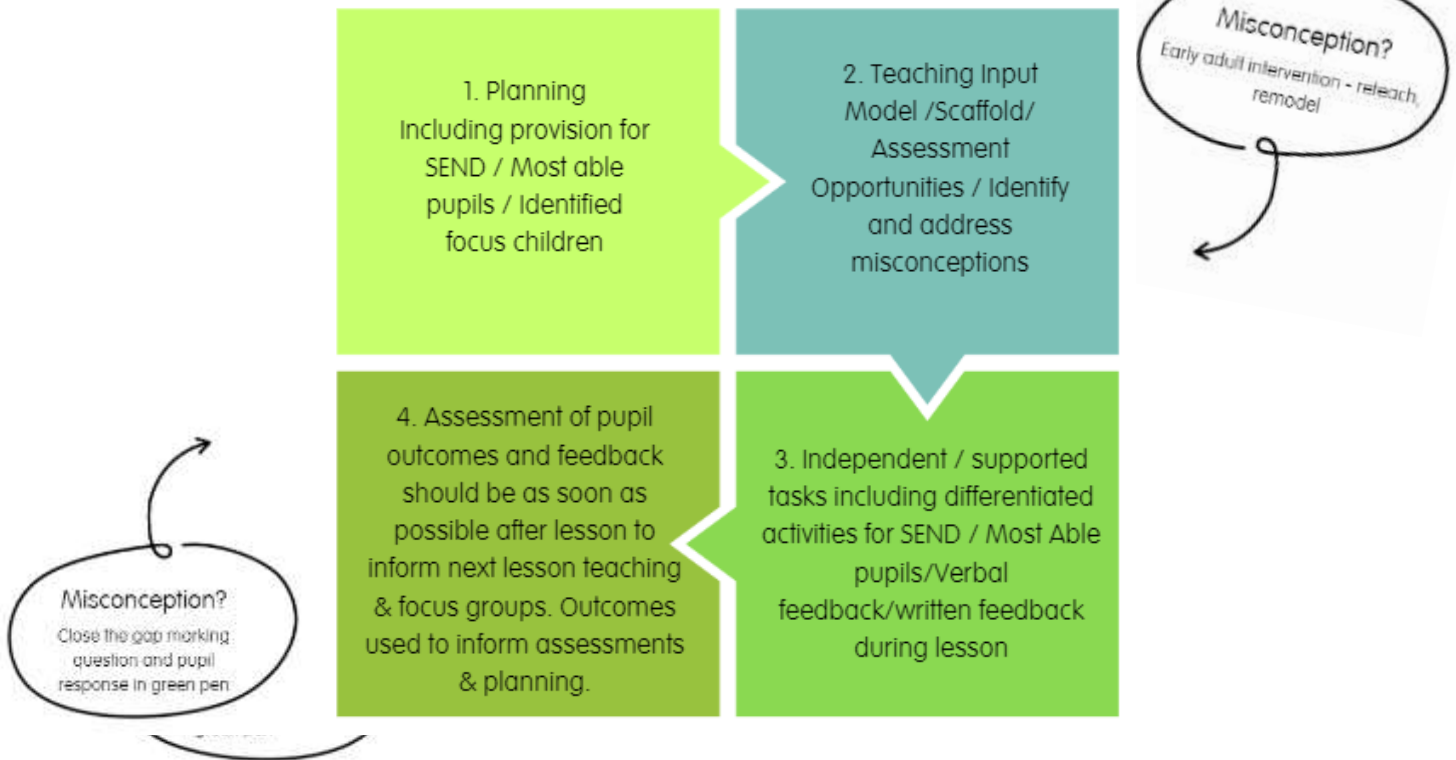
Marking Codes

Marking codes are used as an explicit communication tool for all pupils in Key Stage 1 and Key Stage 2. This ensures that there is consistency in communication to children over time and this is expected across all pieces of written work. Our agreed marking codes are:

Sp	A spelling to correct or practise
P	Punctuation error (comma, full stop etc.)
	Word choice
*	Sentence correction, missed word, rewrite of phrase or sentence

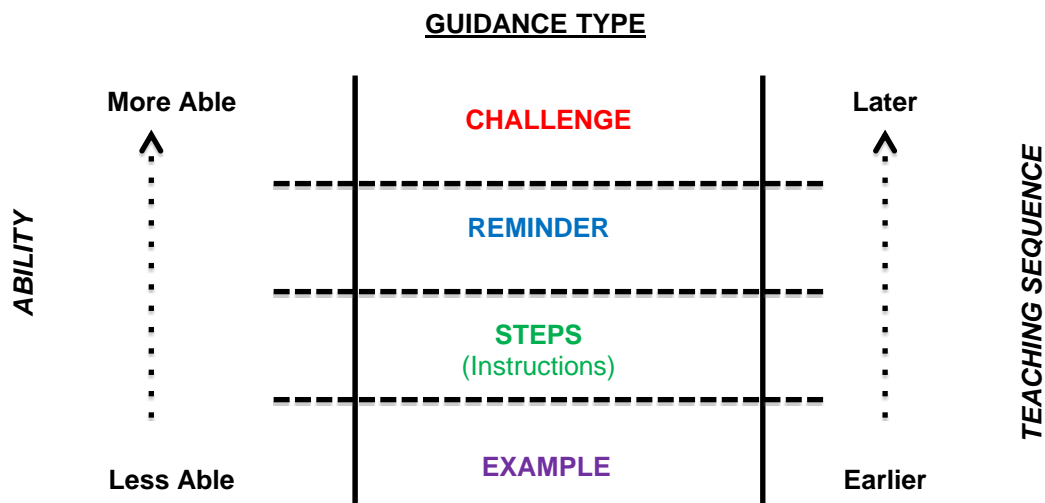
Appendix 2

Planning, Assessment and Feedback Flow Chart



Appendix 3

Types of marking to address a misconception or challenge the learner



Challenge: Set a challenge to help the pupil progress even further. *e.g. Now rewrite your last paragraph to include a cliff hanger, which creates suspense.* In maths this may be a problem solving / deepening learning question or asking the child to explain the strategy / using technical vocabulary.

Reminder: Remind the children of something that they should have done such as a missed SC step, individual focus target *e.g. Remember the introduction should state why you are writing. Now add sentences to show this.*

Steps (Instructions): Similar to a reminder, but in more manageable steps so it is easier to follow and achieve. *e.g. First partition your number into tens and units then add each place value together.*

Example: Ask the child to improve something by providing an example *e.g. rewrite the opening sentence with an interesting starter – cautiously, she tiptoed....*