



# Whinstone Primary School

## Feedback Policy Statement and Guidelines

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**Last Revision April 2019**

### **Feedback Policy**

Marking and discussion of work is an essential part of the planning, assessment, teaching and learning cycle. Through responding to pupils' work through constructive feedback acknowledges achievement, promotes high levels of engagement and interest, and develops pupils' understanding of what they need to do to improve. Teachers need to follow an agreed system and consistent procedures in responding to pupils' work in order to give clear messages to pupils, parents and other adults about individual progress.

### **Purpose of marking work and providing feedback**

- To enable pupils to understand how to improve their work
- To provide information for assessment
- To encourage, motivate, support and promote positive attitudes
- To inform planning
- To promote higher standards
- To highlight errors and clear up misunderstandings
- To recognise achievement, presentation and effort
- To provide constructive feedback
- To show pupils that we value their work
- To allow pupils to reflect on their past performances and identify their next steps

### **Principles**

At Whinstone marking and feedback should:

- Ensure that pupils know how well they are doing and what they need to do to improve and make further progress,
- Be constructive,
- Be related to needs, attainment and ability,
- Be related to specific criteria/learning objectives which the pupil should know in advance,
- Follow consistent practice throughout the school,
- Provide pupils with opportunities to assess their own work and that of others,
- Be completed as frequently and timely as possible, marking should be completed daily,
- Homework should be marked as rigorously as class work,
- Staff should mark in **green** pen

### **Rewards**

Rewards for effort and achievement may be in the form of stamps, stickers, house points, dojos, smiley faces, class certificates etc. given by individual members of staff. Achievement assemblies celebrate exceptional achievements and effort.

## **Professional Judgement**

Corrections and discussion should support the child's learning and it should be remembered that too many highlighted errors could overwhelm and demoralise a pupil. The ability of the individual pupil and the effort that they have put into a piece of work will always need to be taken into account when marking and providing feedback. Teachers must use their professional judgement.

- **Foundation Stage**

Reception Marking Feedback

TL - Teacher led

TI - Teacher initiated work

CI - Child initiated

S - Support given

I - completed independently

- **Year 1**

The majority of children's work is marked and discussed with them, providing immediate verbal feedback. In addition to praise and when appropriate positive comments staff will use a code to indicate the amount of support the children received in completing the work:

**I** indicating independent work;

**AS** indicating additional adult support;

**1:1** indicating individual support, and

**DT** indicating the work has been discussed with the teacher.

Written comments in children's homework books are for parents to feedback to their children. Comments in workbooks are verbally presented to children and act as an aid memoir for staff.

Children will be introduced the Y2/KS2 mark scheme when their teacher feels they are able to fully understand the marking system (this could be an individual pupil or group of pupils), and include the use of "LOA", "NS" and "DT" as described below.

Adults will mark using **green** pen.

- **Year 2,3,4**

From Year 2 the majority of children will complete work independently.

All work will be marked with either LOA or misconceptions addressed through a separate marking code

All pupils should be included in staff guided small group work at least once a week. When guided work is marked and discussed, in literacy and numeracy, this needs to be "focus marked". Focus marking entails:

- 1) "**LOA**", with a brief outline of what has been achieved and **NS** identifying how the child needs to move forward, or
- 2) Misconceptions outlined and "**NS**" identifying how to move forward.
- 3) Individual or group discussion of progress is must be evidenced with "**DT**"

Children will write using a **blue** pen (once they have achieved their pen licence). Adults will mark using a **green** pen

- **Year 5,6**

Included in all numeracy and written work there should be "LOA" or misconceptions outlined or discussed for all pupils.

All pupils should be included in staff guided small group work at least once a week. When guided work is marked and discussed, in literacy and numeracy, this needs to be "focus marked". Focus marking entails:

- 1) **LOA**, with a brief outline of what has been achieved and **NS** identifying how the child needs to move forward, or
- 2) Misconceptions outlined and **NS** identifying how to move forward.
- 3) Individual or group discussion of progress is must be evidenced with "**DT**"  
Adults will mark using green pen.

### **Longer pieces of written work - Whole school**

The process of writing longer pieces of work includes

- Planning
- Writing
- Editing - there is no requirement to write a final polished piece for every piece of writing as the edited work demonstrates independent review and redraft, but there will be some pieces of work which lead to a final polished piece of writing.

### **Year 1**

Success criteria for writing will be written on the whiteboard and shared with children as part of the writing input. Written work will be marked and discussed with the children as part of feedback, this will provide pupils the opportunity to edit their work through discussion. Work will be marked in line with guidance above.

### **Year groups 2-6**

Written work will be marked against the learning objective **and** success criteria, pupils should be involved in developing success criteria (as an individual, group or class).

Pupils will plan and create a piece of writing.

As part of the editing process pupils will self-assess against the success criteria - any changes to the writing will be made in **purple** pen.

In the margin of the written work teachers will highlight when aspects of the success criteria have been addressed (or could have been addressed).

At the end of the piece of writing teachers will indicate whether the learning objective has been achieved and necessary next steps. Adults will mark using **green** pen.

(The success criteria will be based on aspects of the school assessment framework previously taught in class using the terminology of the curriculum)

### **Monitoring the Policy**

We will ensure that these guidelines are being used consistently throughout the school by sampling marked work. This will be done on a termly basis by members of the Leadership Team. Written and verbal feedback will be given to teachers.

### Year 2 and Key Stage 2 Agreed Code

Whilst accepting that written marking of work has to be tailored to meet the abilities and ages of each child and the subject being marked, we do believe that a common framework is helpful.

The following agreed code will be displayed in every Year 2 and Key Stage 2 classroom (appendix 1) so that all children are aware of the meanings of the various markings. Key stage 1 teachers will use the code as an aide memoir as appropriate to the age of the child.

Comments should be written whenever possible, giving targets for future work.

**NS** Next step to work towards

**DT** Discussed with Teacher

**LOA** Learning Objective Achieved

**AS** Pupil required adult support


**Sp** Spelling error

**T** Incorrect tense

**^** Omission

**//** Start new paragraph

**X** Incorrect (if a whole page is wrong e.g. maths, then the teacher would stop marking and speak to the child)

 Error (circled)

✓ Correct

? This doesn't make sense

- Child rules a line through a word if it is a mistake

**Time needs to be given to pupils to reflect upon marking to ensure that they benefit from it. They must also be given the opportunity to seek further clarification if needed.**

**Foundation Stage and Year 1 Agreed Code**

I - you worked on your own

S - someone helped you with this work (support)

NS - next steps

Written comments can include pupil voice

# Marking and feedback

Marking and feedback - when an adult marks your work these are the symbols we will use.

**NS** Next step to work towards

**DT** Discussed with teacher

**AS** An adult supported me with this work

**LOA** Learning objective achieved

**Sp** Spelling error

**T** Incorrect tense

**^** Omission

**//** Start new paragraph

**X** Incorrect

 Error (circled)

✓ Correct

? I don't understand what you have written

- You can use a ruler to draw a line through a word or number if you have made a mistake.