



# Feedback Policy

**Review Committee**

**Date Adopted**

**Date of next review**

**Signed (Chair of Governors)**

**Policy and Resources**

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## Purpose

This policy acts as a guide to giving feedback on children's work to ensure a commonality of expectation and consistency of quality throughout the school.

## Rationale

We believe marking and feedback are an important part of the assessment process and that it has three purposes:

1. To help children *understand* what they have done well
2. To help children to understand *how* to improve
3. To help children to make *visible* signs of improvement as a result of feedback

To ensure children understand what they have done well they need to know both what they have done well *and* the reasons for it. Discussions with children about recently marked work should display a good understanding of *both* these points.

To ensure all groups of children understand how to improve different types of prompts should be used. We use a mixture of challenge, reminder, process and example prompts, as appropriate, to help pupils to understand.

Without visible signs of progress emerging from marking or feedback, there are no signs of effectiveness. Teachers and assistants should ensure that time is given to act upon the guidance so that children make improvements.

## Consistency

The three purposes of marking should be evident in all classes and in all subjects throughout the school. However, approaches may differ. We aim to have a consistency of quality marking rather than approach.

Sometimes it is appropriate to give feedback verbally and sometimes it is more appropriate to give feedback in writing. Each time though, the three purposes should be developed.

Where verbal feedback is given for children's recorded work, it is often appropriate to use "Key Word Marking" which is an indication that feedback has been given. This is to help both the children and the teacher to remember what was discussed so the work can later be checked for visible signs of improvement.

## Section A – Basic Requirements

- i. Worked is marked in pen by teachers and, at their direction, teaching assistants
- ii. If work is being assessed in a lesson during group work it is sufficient to tick the work and Key Word Marking should be adopted. This is based on the assumption that the member of staff has discussed with the child what they have done well and what they need to do to improve. Visible signs of improvement should be present.
- iii. All children who are not fed back to through daily group work will have work distance marked and must be at least ticked and dated with an acknowledgement of the children's effort.

## Section B – Quality Marking

Work that is distance marked should follow the principles of the three purposes. The following system *may* be commonly used:

Teachers read the whole piece of work through to get a sense of what the child has achieved.

- i. Highlight three places in green where the child has written the best aspects against the learning objectives and indicate in pink with an asterisk and arrow where some improvement can be made
- ii. Extend the arrow to nearest white space and write guidance prompt for the child to help them improve their work
- iii. Set aside time when the child can respond to the prompt

Types of guidance prompt to be used:

- Challenge  
Now can you tell me more about the atmosphere in the forest?
- Reminder  
What should you include in the setting for the story? Can you think about this and add more?
- Steps  
*First* go and check you have added a sentence about the setting.  
*Then* see if you can add a little more detail about what you can see.
- Example  
Put this sentence into your story here \* to improve the description of the setting

The following table suggests how these guidance comments should be used:

Guidance Type				
Ability	More Able	<b>CHALLENGE</b>	Later	Teaching Sequence
		<b>REMINDER</b>		
		<b>STEPS</b>		
	Less Able	<b>EXAMPLE</b>	Earlier	

## Differentiation by age

Not all strategies and systems outlined above are appropriate to phases of the school and therefore expectations vary and are outlined as follows:

Foundation Stage – in nursery and reception, the teachers will focus mainly on giving high quality oral feedback but may write a comment on work with the child.

Key Stage 1 – Teachers particularly in Year 1 and with lower ability Year 2 children may write assessment comments on children's work that are not intended to be used by the children but are there to inform the teacher's future planning needs. Teachers are not expected to use Section B unless the child is at Level 2 Secure or above for writing. Section B comments may well need to be read to the children and it is to the teacher's discretion as to how that is managed.

Key Stage 2 – Sections A, B are adhered to by teachers and teaching assistants in Key Stage 2. For children working at below Level 2 Secure in writing it will not be expected that teachers use Section B.

## **Self and Peer Assessment**

Learning objectives and / or success criteria are displayed in children's books in a manner they can understand. At the end of lessons the children are asked assess how well they have achieved the objective and success criteria. This may vary between year groups but can range from a thumb up / down; smiley or unhappy faces or a written comment to the teacher.

Children are systematically asked to assess their own or other's work. This system will vary between year groups and can be approached in various ways such as (but not limited to):

- Use examples of anonymous pupils work and ask peers to suggest possible ways to improve the work and how they could meet the success criteria.
- Ask pupils to use some or all of the success criteria to comment on strengths of each other's work and to identify areas for improvement using set criteria.
- Asking pupils to think whether an answer or work is reasonable, whether they could add anything to it or whether they would have given another answer.
- Asking pupils to develop their own success criteria for pieces of work.

In all cases the underlying three purposes should be developed

## **Responding to Marking**

We recognise that children must be given time to respond to guidance given either through distance marking or verbal feedback. Where these should be indicated to the children through the use of the word "Now...".

These opportunities must be specifically planned into lessons and children should be allowed sufficient time to respond in order to show visible signs of improvement. It is up to an individual teacher to decide how this should happen but the following are common methods:

- Respond sessions as starter activities
- Feedback and respond lessons
- Plenary sessions in response to work done that lesson
- Homework to consolidate or enhance learning

## **Spelling and Punctuation Marking**

No one approach works for this as this will vary hugely on context. Teachers should adopt an approach that allows children to show visible signs of progress. Comments that are successful at securing visible signs of progress are below:

- Now go and re-write the sentence using capital letters for names
- Now can you show me how to correctly spell the words I underlined?
- Please can you now go back and put commas to separate any items in a list?

## **Presentation**

The presentation of a child's work will be assessed and commented upon if they are presenting to an audience (including themselves). If work is to develop their thinking or their skills then presentation of work will not normally be marked.

## **Marking personal attributes / targets**

Quite often it will be appropriate to mark and comment on a child's personal attributes as this may help to improve achievement. These attributes could be:

- Not giving up
- Trying new things
- Concentration
- Working Hard
- Understanding others
- Improving
- Imagining
- Pushing themselves

## **Monitoring**

The application of this policy will be monitored through staff meetings, phase meetings, subject team meetings and senior leadership work samples throughout the year at least once per term.