

Feedback Policy



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Providing feedback is one of the most effective (and cost-effective) ways of improving pupils' learning. The purpose of marking at Whale Hill is to provide constructive feedback to every child, focussing on success and improvement against learning objectives. **It should be meaningful, manageable and motivating.** Marking helps children to become reflective learners, inspires them to perform and builds confidence by celebrating achievement. **Its main purpose is to advance pupil progress and outcomes.** Feedback is given in three ways:

1. Immediate feedback – at the point of teaching
2. Summary feedback – at the end of a lesson/task
3. Review feedback – away from the point of teaching (including written comments)

Type	What it looks like	Evidence
Immediate	<ul style="list-style-type: none"> • Teacher gathering evidence from mini-whiteboards, book work etc... • Takes place in lessons with individuals/ small groups. • Often given verbally to pupils for immediate action. • May involve use of a teaching assistant to provide support or further challenge. • May redirect the focus of teaching/task. • May include annotations relating to the marking code. 	<ul style="list-style-type: none"> • Lesson observations/ learning walks. • Some evidence of annotations or use of marking codes. • Book scrutiny: improvements evident in books through editing/ improving/further working.
Summary	<ul style="list-style-type: none"> • Takes place at the end of a lesson/activity. • Often involves whole groups or classes. • Provides an opportunity for evaluation of learning. • May take the form of self/peer assessment against success criteria. • May guide a teacher's further use of review feedback, focussing on areas of need. 	<ul style="list-style-type: none"> • Lesson observations/ learning walks. • Evidence of peer/self-assessment. • Book scrutiny: improvements evident in books through editing/ improving/further working.
Review	<ul style="list-style-type: none"> • Takes place away from the point of teaching. • May involve written comments/annotations for pupils to read/respond to. • Provides teachers with opportunities for assessment of understanding. • Informs future planning and adaptation of groupings/tasks. • May lead to targets being set for pupils' attention/immediate action. 	<ul style="list-style-type: none"> • Fluid groupings/ interventions. • Book scrutiny: improvements evident in books through editing/ improving/further working. • Adaptation of teaching sequences.

Teachers and year groups follow guidelines in the feedback policy. However, they must also consider what is appropriate to the age and needs of the children in their class: marking should be consistent and progressive between year groups, whilst allowing teachers the freedom to mark in their own style.

* Feedback should aim to:

- Relate to learning objectives taught during the lesson.
- Help pupils to recognise what they have done well.
- Give children recognition and appropriate praise for the success of their work.
- Give children clear strategies on how they can improve their work.
- Be brief and to the point.
- Be manageable for teachers.

Good Marking Practice:

- * Teachers must mark using red pen in all books. Green pen should be used by pupils when peer-assessing/self-assessing, peer marking, corrections and editing.
- * Marking should be neat, accurate, fair and consistent.
- * Any support from other adults should be recorded in books.
- * Alongside more focussed marking, acknowledgment marking is important as pupils like to know that the teacher has looked at their work and it reinforces pupils' confidence in teachers.
- * Make sure that time is built in every lesson for pupils to read, understand and respond to written feedback.

Verbal Feedback:

We should remember that verbal feedback is as valuable as written feedback and we should shape our pedagogy with that in mind – closing the gap between the two. Much learning and improvement takes place during a lesson or activity as a result of verbal feedback from adults. We should devote time to engage in dialogue with pupils to ensure they understand what they need to do to improve. Where **only** verbal feedback is given during a lesson, teachers (or pupils) should record this using a stamp or a code (VF).



Self-Evaluation, Peer-Assessment and Peer-Marking

- * Peer/self-marking can provide invaluable instant feedback for pupils in lessons;
- * Children should be trained in the process of self-evaluation/peer assessment, looking for success measured against criteria and suggesting improvements;
- * They should learn how to identify facts, strategies and concepts they know well and those which they find harder and need to continue to work on;
- * Pupils should be encouraged to ask questions about their peers' work;
- * Pupils' self and peer-assessment should be positive and done in a kindly manner;
- * Feedback/peer assessment can be verbal or written according to the age and ability of the child, and appropriateness of task;
- * Children should be trained to give an improvement suggestion;
- * Children should be given time and opportunity to act upon suggestions;
- * Teachers/support staff should also be conscious of checking the quality of peer and self-assessments made by the children.
- * In Read Write Inc and maths in KS1, staff will ask pupils to 'Tick or Fix' work.

Maths

Marking will depend on the task set, but here are some points to consider.

- * Pupils can **correct**, **consolidate**, **extend** and **reason** when they have been practising skills.

- * The number of corrections that the pupil is required to do is something that the teacher should judge. If the child has grasped the method/concept, but has made a couple of careless errors, the teacher may feel that the pupil does not need to carry out corrections. If the pupil has made several errors, the teacher may put ask that work is corrected. Teachers will distinguish between a pupil's simple slip and an error that reflects a lack of understanding.

English

Marking will depend on whether the task is reading or writing focussed, but here are some points to consider.

- * Pupils should be expected to apply and consolidate English skills (spelling and grammar and punctuation) across each piece of written work, whether the focus is on reading or writing skills.
- * Marking should wholly be of a positive nature.
- * Sentence books are not expected to include written feedback.
- * Acknowledgement marking is expected in reading journals.

Reading Comprehension

- * Indications should be made as to whether the work was independent (no code), supported or guided.
- * Questions are an effective way of fully assessing a child's understanding. See fig. a
- * Spellings and grammar and punctuation errors should also be picked up in reading comprehension. (Use of a 'sp', 'p' or 'g' in the margin) focussing on high-frequency words.
- * Reading comprehension should include practising a variety of skills, not just answering questions.
- * See marking code for KS1 and KS2.

Foundation Stage
Marking Code

Marking for teachers

- Ⓘ worked independently
- Ⓕ worked with adult support
- Ⓕ+ needed a lot of adult support
- ⒱ verbal feedback given
- Ⓖ⒰ guided work
- Ⓒ corrections

Marking for children



I did this well.



This is what I need to remember next time.



I need to remember finger spaces.

ABC




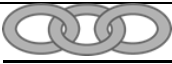
I need to remember capital letters.

- I need to remember full stops.



I need to sit my work on the line.

KS1
Marking Code

✓	<u>Effective word choice, sentence type etc.</u>
✓ ✓	<u>Very effective word choice and sentence types. Also to include evidence of targets being met.</u>
. <u> </u>	<u>Missing full stop</u>
<u>Write the correct capital letter</u>	<u>Missing capital letter</u>
<u> </u> Sp	<u>Incorrect spelling (above spelling)</u>
 <u> </u>	<u>Missing finger spaces</u>
 <u> </u>	<u>Sit work on the lines</u>
 <u> </u>	<u>Improve presentation</u>
^ <u> </u>	<u>Missing word</u>
<u>SW</u>	<u>Shared work</u>
<u>GW</u>	<u>Guided work</u>
<i><u>If SW or GW is not specified, the pupil's work is independent.</u></i>	
<u>S</u>	<u>Worked with adult support</u>
<u>S+</u>	<u>Needed a lot of adult support</u>
<u>VF</u>	<u>Verbal feedback given</u>
<u>sc</u>	<u>Self-corrected</u>
<u>T</u>	<u>Targets :to include next time</u>
 <u> </u>	<u>Conjunction</u>
<u>+</u>	<u>Adjective</u>

KS2 Marking Code

✓	<u>Effective word choice, sentence type etc.</u>
✓ ✓	<u>Very effective word choice and sentence types. Also to include evidence of targets being met.</u>
<u>P</u>	<u>Missing punctuation (in the margin or above)</u>
<u> Sp</u>	<u>Incorrect spelling (above spelling/margin)</u>
? ()	<u>Does it make sense?</u>
<u>X</u> ()	<u>Word/s or sentences not needed</u>
<u>S</u>	<u>Worked with adult support</u>
<u>S+</u>	<u>Needed a lot of adult support</u>
<u>GW</u>	<u>Guided work</u>
<i><u>If SW or GW is not specified, the pupil's work is independent.</u></i>	
g	<u>Grammatical error</u>
=	<u>Capital letter missing</u>
○	<u>Letter should be lower case</u>

Science/Foundation Subjects

Teachers should share feedback in foundation subjects in accordance with procedures in the first two pages of the document. However, different subjects are conducive to different styles:

- * History, Geography, Science and RE skills can be enhanced through effective verbal questions. Some misconceptions that arise can be addressed through low stakes quizzes.
- * In Art, verbal feedback is preferred.
- * Similarly, DT skills can be improved through peer/self-assessment.
- * In PSHE, French and music, acknowledgement marking is expected.

Monitoring

Marking and feedback will be monitored by subject leaders and team leaders through taking in samples of books. SLT and subject leaders will monitor feedback during lesson observations. Digital evidence will be looked at too. Tasks recorded on SeeSaw should be in the correct subject folder with the objective included.

