



Policy and Procedure for Feedback

Name of the school: **Spaldwick Community Primary School**

Person Responsible: Headteacher, Governors

Review Date: September 2022

Distribution to: All staff, Governors

Policy rewritten in 2016

Reviewed September 2020 – Addendum included to reflect COVID-19 changes

Reviewed September 2018 - Following consultation with children and staff

Feedback Policy

The primary purpose of marking written work is to assess the depth of learning that has taken place and to identify misconceptions to inform future teaching.

The audience for the marking is the children.

Importantly, we need to remove a particular frequency of marking and in its place, promote marking that is proportionate to curriculum time. We need marking episodes that are meaningful and motivational for the student and manageable for the teacher.

(@TeacherToolkit 2018)

‘The quantity of feedback should not be confused with the quality.’

(Eliminating unnecessary workload around marking March 2016)

Following the agreed policy and its systems consistently will ensure clear procedures in use throughout the school, and provide clear information to pupils, parents, and all classroom staff.

Marking & feedback should:

- ✓ Provide **meaningful and timely** feedback to the child;
- ✓ Highlight areas for development / improvement / correction thereby enabling the child to identify clear ‘next steps’ providing **motivation** for learning;
- ✓ Inform future planning of lessons;
- ✓ Enable the teacher to record progress related to learning objectives;
- ✓ Be **manageable** for both the child and the teacher
- ✓ Be relevant – sometimes marking is not necessary.
- ✓ Be for the sole purpose of improving children’s learning
- ✓ Relate directly to the learning objective.

Verbal Feedback/Live marking

Research highlights that faster feedback is more valuable, *‘studies of verbal feedback indicate that learners find it easier to improve if their mistakes are corrected quickly.’* @TeacherToolkit

- ✓ Verbal feedback will be the primary approach to feedback.
- ✓ It will be immediate, during the learning and may be individual, group based, or to the whole class.
- ✓ VF will be recorded near the section of work to be improved.
- ✓ Children will have the opportunity to edit and improve their work based on the feedback given.

Written Feedback - Tickled Pink and Green for Growth

Pink highlights will show achievement against the learning objective or success criteria. This may look like:

- ✓ Evidence within a piece of work may be highlighted pink to show specific examples of where the objective has been achieved.
- ✓ Pink comments may be used at the teacher's discretion to acknowledge achievements above or in addition to the learning objective.

Green highlights and/or comments will inform next steps in learning. This may look like:

- ✓ Evidence within a piece of work may be highlighted green to show specific examples of where there are misconceptions or errors.
- ✓ Green comments may be used at the teacher's discretion to further learning by: scaffolding, deepen learning, questioning or offer challenge (This is not a definitive list).

Yellow highlights will show spelling errors

- ✓ In English the focus will be on phonics/high frequency words and or spelling objectives.
- ✓ In other subjects the focus will be on subject related vocabulary.
- ✓ Up to three spelling errors will be identified, children will then copy the spelling, correctly, three times using their purple polishing pen. In KS2 children will copy the spelling into their spelling log.

Purple polishing pens

The Education Endowment Foundation found that, 'Pupils are unlikely to benefit from marking unless some time is set aside to enable pupils to consider and respond to marking.' Therefore, when written feedback is used children will:

- ✓ Will edit and improve their work immediately when verbal feedback is given during a lesson.
- ✓ Be given time during the lesson to respond to feedback using a purple pen to demonstrate where they have edited and improved their work.

Peer marking

Peer marking should be used sensitively and only when appropriate.

Marking codes

Teachers do not need to initial children's work in their own class. Other adults should initial to demonstrate who has marked the work.

All work will be considered independent unless marked with 'S'.

Stamps and stickers can be used for praise.

Marking code	
VF	Verbal Feedback given
WM	WALT met
PM	WALT partially met
S	Support given

COVID Addendum September 2020

While the COVID-19 pandemic continues to have an impact on the way schools are operating, the following measures will be followed in addition to the policy. Where these conflict with information in the main policy these measures will be followed until further notice.

- Whole class feedback forms will be used to collate feedback and feedback will be given verbally at the beginning of each lesson
- Staff will give more verbal feedback during lessons and model on whiteboards rather than in the child's book
- Children will mark their own work in lessons where appropriate eg Maths, spelling etc.
- Children will leave books open on their desk so staff can identify misconceptions and next steps etc
- Teachers will mark writing assessments in the usual way but they will ensure they wash their hands or use hand sanitiser before and after touching children's books
- Taking books home to be marked will be avoided where possible