

Churchstanton Primary School



Feedback Policy

Chair of Governors	Mr Jon Wood
Headteacher	Mr Matt Watson
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Motivating: Marking should help to motivate pupils to progress. This does not mean always writing in-depth comments or being universally positive: sometimes short, challenging comments or oral feedback are more effective. If the teacher is doing more work than their pupils, this can become a disincentive for pupils to accept challenges and take responsibility for improving their work.

*Eliminating unnecessary
workload around marking
Report of the Independent Teacher
Workload Review Group
March 2016*

*'Feedback is one of the most powerful influences on learning and achievement.'
Hattie & Timperley 2007*

Feedback has the power to impact both positively and negatively on pupil performance.

Aims

At Churchstanton Primary School we aim to:

- provide a clear and consistent approach to feedback across the school
- use feedback to inform planning, be diagnostic and enhance children's learning
- feedback positively to build children's self-esteem and confidence
- develop children's skills in self-assessment encouraging them to become reflective learners and evaluate their own learning
- provide constructive steps to ensure progress for every pupil

Effective feedback should:

- inform children of their achievements and identify the next steps in their learning
- support pupil confidence and self-esteem, contributing to accelerated learning
- show work is valued
- demonstrate appreciation of children's effort
- support teachers' knowledge to inform future planning for learning
- evaluate and assess children's learning

Teacher's Role verbal feedback on new knowledge or skill attained.

- Green pens will be used to mark work
- as far as possible, verbal feedback will be given at the point of learning or when a piece of work is completed
- feedback is related to shared learning objectives, success criteria and/or individual targets
- from year 2 'Next Steps' shared where appropriate, and identify the next step for children's learning.

- wherever possible time will be spent with the child to ensure they understand the comments and the next steps. In KS1 marking will often be in the form of verbal feedback and the impact of this will be seen in the pupil's work as it improves.
- teachers' writing is to be neat, legible and reflect the handwriting policy
- work may be awarded stickers(KS1), or Dojo/House points, or displayed in the Chance to Shine folders in line with the school's system of rewards
- time will be allocated for children to respond to comments

Children's Role

- children should be encouraged to take an active role in evaluating their own learning before marking, taking into consideration shared learning objectives, previous comments or individual targets
- children can be trained to edit their learning
- children should use time given to reflect on feedback and take the opportunity to amend, add, practise or respond to a question
- Peer Assessment - Children should be trained to evaluate a partner's work identifying successes against learning objectives and looking for points of improvement. Post-its or verbal feedback is used; only the child should write in their own book.(Upper KS2)
- Self-assess their own learning using a variety of strategies including: RAG 123, thumbs up/down, fist to five etc. Effort=1 could have tried harder 2 tried hard 3 tried hardest Red=I found this difficult Amber=This was a challenge Green =I found this easy.

Feedback/Marking Strategies

Summative marking – usually consists of ticks and dots and is appropriate for closed tasks or exercises

Secretarial marking - of spelling, punctuation grammar etc. should not be applied to every piece of work. Children cannot effectively focus on too many things at once. Notes are made in the margin using margin codes at KS2 for child to find error and correct.

Focused marking - should concentrate entirely on the success criteria of the task. The emphasis should be on the success against the criteria and the improvement needed. Focused comments should help the child close the gap between what they achieved and what they could have achieved.

Use of pink and green highlighters:

Highlighters are used for "Hot Task" marking only.

Toolkits

Toolkits are used for longer pieces of English (or English related) work. They should not be overly prescriptive or detailed to allow for independence. These do not need to be differentiated as that would put a ceiling on what the children can achieve in a session. A challenge could be included for more able children to aspire to.

Example of a toolkit

Checked by me/peer	Yr 5 Toolkit for writing an argument text	Checked by the teacher
	Have I used clear paragraphs?	

	Do I have an introduction and a conclusion?	
	Have I shown both sides of the argument?	
	Have I used interesting conjunctions and time connectives to make my writing flow?	
	Have I included modal verbs?	
	Have I included some facts in my text?	
	Have I checked my punctuation? Capital letter, full stops etc	
	Can I improve my spelling using spelling rules or a dictionary?	
	Can I improve my word choices using a thesaurus?	

Unit Overview

Every child needs to have “the big picture” at the start of a unit of learning in English, Maths. This can be used for self – assessment and teacher assessment at the end of each unit. Key vocabulary should be included.

Joined up font

Churchstanton Primary uses the Join-it font to model cursive handwriting whenever appropriate. This is to be used for toolkits (as above), worksheets, guided reading texts, display and for interactive whiteboards.

The marking policy needs to be adhered to for all books although toolkits and next steps may not always be applicable.

Marking & Feedback Codes KS1/2 in books

The following codes in the margin may be used (dependent on KS).

S – Supported

I – Independent

C – Copied

Marking Codes:

G Grammar

P Punctuation error in that line

Sp Corrected spelling identified at end of piece of work. Child to copy out 3 times (common exception words only) NC words children correct incorrect parts only.

? This doesn't make sense

^ An omission

// New paragraph

☺ You met the learning objective

R/T Response task (Verbal)

VF: Verbal feedback

Maths: Feedback codes KS1/KS2

Numeracy

- ✓ Correct
- (Green dot) try again

Correction Procedures

- Editing will be completed underneath or nearby to work in purple pen
- Rubbers will be used where appropriate
- Errors will be neatly crossed out with a pencil
- Incorrect spellings should be written out 3 times
- Words frequently misspelled, should be added to a personal list / dictionary or to Edshed Homework tasks

Marking should be initialled by anyone marking other than the class teacher.

“The most powerful single modification that enhances achievement is **feedback.”**

(John Hattie)

Ofsted does not expect to see a particular frequency or quantity of work in pupils' books or folders. Ofsted recognises that the amount of work in books and folders will depend on the subject being studied and the age and ability of the pupils. Ofsted recognises that marking and feedback to pupils, both written and oral, are important aspects of assessment. However, Ofsted does not expect to see any specific frequency, type or volume of marking and feedback; these are for the school to decide through its assessment policy. Marking and feedback should be consistent with that policy, which may cater for different subjects and different age groups of pupils in different ways, in order to be effective and efficient in promoting learning. While inspectors will consider how written and oral feedback is used to promote learning, Ofsted does not expect to see any written record of oral feedback provided to pupils by teachers. If it is necessary for inspectors to identify marking as an area for improvement for a school, they will pay careful attention to the way recommendations are written to ensure that these do not drive unnecessary workload for teachers.