



Feedback to Pupils Policy

Updated August 2017

Date for review: 1 September 2019

Rationale

The decision has been taken to change the policy and language from 'marking' to 'feedback' in order to determine the purpose is not an activity in itself, but to ensure children's learning and progress are the focus of marking.

To ensure that all children's work is seen and/ or assessed and that feedback is given in such a way that it is likely to improve their learning, develop their self-confidence, raise self-esteem and provide opportunities for self-assessment.

As a result of this policy there will be greater consistency in the way that children's work is marked across the school.

Principles

1. Feedback and marking of children's work is foremost for the benefit of the child; to support and praise achievements, whilst guiding further progress through corrections or extension.
2. Marking of children's work can have different roles and purposes at different times and can involve both written and verbal feedback.
3. The marking of children's work, either written or verbal, should be regular and frequent. Agreed symbols can help adults record times/frequency of verbal feedback for their own tracking/monitoring.
4. Marking should be linked to learning objectives and/or targets using the lesson's specific success criteria.
5. Feedback and marking must be consistent and clear.
6. Teachers should look for strengths before identifying weaknesses when marking work and mark accordingly, with the staff agreed procedures below.
7. Different colour pens are used to define the purpose of written comments: Strengths will be marked with a pink pen (*tickled pink*) and areas for improvement will be marked with a green pen (*green for growth*). Children's corrections/additions will be in purple pen/pencil.
8. Feedback to children requires time for the child to reflect on their work, make corrections where relevant and extend their learning.
9. Teachers should look for opportunities to provide positive public feedback, where high achievements for particular children are gained e.g. certificates at assemblies.
10. Marking and feedback procedures and standards should be consistently applied across the school, supported and checked through moderation and additional training where relevant.
11. Parents should have the school's marking procedures explained clearly to them at Parents' Evenings and/ or other appropriate times as well as being consistently modelled in the child's learning journals and homework books.

Guidelines

The following procedures for correcting children's work should be implemented by all staff:

- Children's work should be corrected as soon as possible after completion and if possible, in the presence of the child.
- Teachers and TAs will mark in pen (pink and green).
- Marking comments will take the form of ** (two stars) and  (a wish).
- Work should be corrected according to the learning objectives and success criteria.
- Capital letters and full stops should be corrected, taking the ability of the child into consideration.
- When correcting a piece of work the Common Marking Procedures should be adhered to.

- If children make neat copies of their work after it has been corrected, originals may be kept to show to parents as an indication of child's true progress.
- When marked work is returned to children there should be some kind of verbal feedback either individually or as a class.
- When work is marked by someone other than the class teacher, e.g. supply teacher or TA, they will also initial their marking.
- Work which has already been discussed may show an 'acknowledgement tick', and 'VF' (to indicate verbal feedback has already occurred, e.g. when the teacher has worked with that child's group in Numeracy or Literacy).
- Children should be given time to respond to the comments made, recording responses using a purple pen or pencil.
- Children will be encouraged to correct up to 3 spellings in a piece of work. 'Sp' will be put in the margin and the part of the spelling needing correcting will be underlined by the adult.
- All children's work will be dated.

Pupil Involvement in Marking

- When appropriate, pupils will be involved in marking their own or other pupils' work. They may also be involved in self-evaluation or peer evaluation as part of the learning process.
- When self assessing they will use the **Common Marking Procedures**, including the **Confidence in Learning Faces** (see below)
- When appropriate children will use the ** and  approach to self assessment and peer marking.

Rewards

The following systems for praising effort or attainment in learning are used across the school:

- Stickers (teacher chosen – consistent in class across the year, though may differ across Learning Groups).
- Comments in the school's hierarchical awards system, leading to Bronze, Silver, Gold, Platinum and Headteacher's Award certificate and metal badge, presented in whole school assemblies.
- Reading Awards to recognise achievement in reading.
- Sporting effort awards to recognise effort and achievement in sports.
- Spotlight On/ Talent Spots in whole school assemblies that seek to raise individuals' self-esteem and promote good practices.
- Homework Awards that recognise effort and achievement, given in assemblies.
- To motivate learning, adults negotiate additional time for identified activities.

Monitoring and Evaluation

- Teachers have the responsibility of feedback and marking for their pupils. It may be that teachers allocate TAs (H4/ H5) with the task of supporting feedback in some areas of the curriculum. The teacher must informally moderate this and assess the impact of feedback sessions on the child's learning.
- Teachers have the responsibility to check their marking with other teaching staff regularly to ensure consistency of standards.
- Teachers need to use CAPPS and/or other school-identified assessment systems to check attainment.
- Teachers need to use the targets set by the school to measure pupils' progress in learning; identifying whether each of their pupils is not meeting expected progress/ meeting expected progress/ exceeding expected progress.

- Each Subject Leader/ Subject Advisor will review marking when carrying out work sampling, and will report back to the Headteacher/SLT.
- Each Departmental Lead Teacher will ensure marking and feedback are moderated during Departmental meetings

The performance indicators will be:

- An improvement in children’s attainment and progress.
- Teacher, child and parent testimony concerning the usefulness of feedback and marking.
- Consistency in teachers’ use of the Feedback to Pupils Policy across the whole school.
- An awareness on the part of the pupils of what is expected of them.

Common Marking Policy

The staff of school have come together to determine a common marking policy in order that children will understand our whole school approach to the recognition of their efforts.

- O** At the place where something is missing
- // Paragraphing or new line for speech (E.g. used with pupils accessing external accreditation)
- ^ Left something out/omission
- SP Spelling
- VF Verbal feedback given (+ indication of what it was about e.g. line spacing)
- I Independent working
- S Supported working (followed by initial of adult)
- PS Peer supported
- Award Award given - named

Comments written in pink – *tickled pink* (what has been done well)

Comments written in green - *for growth* (how to develop piece of work)

There may be a list of success criteria, which are ticked to show development

Numeracy (In addition to the above)



Correct



Needs correcting (underline the wrong part)

Pupil

Pupil response - purple

Children may be asked to decide how they think they are doing by drawing a small face by the learning objective.



I am confident I understand



I understand parts of it



I'm not sure I understand/can do this

Older pupils should be encouraged to comment on their own writing and that of their peers. They should initial after commenting.

Feedback to pupils policy

Confirmation of compliance

I hereby confirm that I have read, understood and agree to comply with The School's Feedback to pupils policy.

I require further training about the The School's Feedback to pupils policy 

What particularly?

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-

I **do not** require further training about The School's Feedback to pupils policy 

Name.....

Position/ Post Held.....

Signed.....

Date.....

Once completed, signed and dated, please return this form to the Headteacher.