



HOLBROOK PRIMARY SCHOOL
Feedback to Pupils Policy



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Prepared by: SLT

1. AIMS

- 1.1 This policy sits alongside our teaching and learning policy and assessment policy.
- 1.2 This policy identifies a whole school approach to marking pupils work and feeding back information to pupils (and parents) about their progress. It reflects practice and is age appropriate
- 1.3 The policy has taken into account the views of staff and children and takes into account the guidance from unions in respect of work load.
- 1.4 **Through this policy it is expected that pupils will read and respond to comments, therefore being better informed about their next steps in learning. Responses should be made in green pencil so that responses and acting on feedback can be easily identified.**
- 1.5 For teachers, marking pupils' work will be purposeful and manageable
- 1.6 For pupils, marking will take on a positive, rather than negative form.

2. PURPOSE OF GIVING PUPILS FEEDBACK

- 2.1 To correct common errors – including spelling, grammar and punctuation, **not just writing an evaluative comment and next steps.**
- 2.2 To provide a dialogue between teacher and pupil which comments on strengths, weaknesses and next steps. Children to be encouraged to engage in conversational marking
- 2.3 To give suggestions for improvement against learning objectives and personal targets.
- 2.4 To praise both effort and achievement
- 2.5 To help children understand the standard they need to reach in relation to the National Curriculum **in reading, writing and maths.**
- 2.6 To comment on presentation and attitudes to learning
- 2.7 To give children the opportunity to self and peer assess against non-negotiables or success criteria.
- 2.8 To help pupils attain their personal targets and celebrate their achievement and success.

3. IMPLEMENTATION

- 3.1 We provide feedback to pupils in the following ways. (This list is not exhaustive)
 - Verbal feedback
 - Written feedback – detailed comments- Evaluative (This is good because... linking to the objective)
 - Next step or show me (bridging the gap between learning opportunities)
 - Range of checking strategies to support assessment throughout the learning (see teaching and learning policy)
 - Displays – boosting self esteem, denoting quality or improved work
 - Self and peer assessment
 - Group feedback
 - Self marking by the pupil for closed exercises (ticks and crosses)
 - Written feedback – shorthand comments or stamps.

- Test marking – where you are looking for the application of a number of skills and marking against a number of criteria
- Marking slips (differentiated)

3.2 Feedback may happen at any part of the lesson – not just the end. Interim feedback is particularly useful; to check children’s understanding and to prevent them making continuous errors.

3.3 Written feedback must be:

- Legible in exemplary handwriting style (age appropriate) and clear in meaning
- Developmental

3.4 Teachers must build time in to lessons so that children read comments and make improvements, either changing some elements of the marked work or transferring the improvement suggestions to the next piece of work. Either way, children must show evidence of having internalised and responded to the feedback comments, otherwise there is no point in teachers spending time marking work.

3.5 Where there has been a misconception common to a significant number of pupils, this should be addressed as a whole class/group issue at the beginning of the next lesson. Where there are specific problems, these should be addressed as part of group teaching and again time must be allocated for this. Groups will need to be fluid and ad hoc in order to respond to pupils’ needs.

4. FEEDBACK TO CELEBRATE ACHIEVEMENT

4.1 High self-esteem is essential for successful learning, it is important that feedback allows children to recognise and celebrate their achievements.

4.2 Children should see learning as a continuum and believe that they can achieve the next steps and over time these steps will build to help them achieve future goals.

4.3 Achievements should be celebrated in a way appropriate to the individual child.

4.4 We will give external rewards, such as best points, stickers and certificates in recognition of achievement, this will motivate but what we want is the pupil feeling that pride and high self esteem that comes from achievement.

4.5 BEST stamp- Indicating that the child has produced an exceptional piece of work for their individual ability.

A mix of processes should be used to maintain our good practice and these can be done at the point of planning to ensure consistency across the year group.

Non-negotiable corrections

Letter formation should be corrected

Mis-spelt words should be identified.

Grammatical inaccuracies should be corrected.

Corrections should be made throughout in line with the child's ability and expectations and in addition to the symbol that / type of marking that you are choosing for that day. Full mark should be at least weekly in maths and English

5. AGREED MARKING CODES

Code	Meaning
Stamps: This is Good Because... Or	An evaluative comment which is positive and identifies the best features of the work. Peer Marking, self-review and marking against success criteria are alternative ways of providing effective feedback. Teachers should use their professional judgement to ensure that there is a balance between the different types of feedback to best move the learning on. The use of developmental marking should be balanced across all subjects including Foundation Subjects.
Learning Objective Achieved	This stamp can be used as appropriate where developmental marking is not necessary. This can also be used with the Next Step stamp.
Next Step...	This identifies the next step children should take to improve their learning. Show me marking is also effective. A mixture of show me and next steps should be used. Children should be responding to feedback with green pencil and the teacher should ensure this has been completed accurately. Pre-printed next steps that are differentiated can be used in books where this is appropriate.
TA Handwriting	Support given by TA. Brief comment in pink. During the lesson teachers observe formation of joins and initial books to indicate feedback.
HLTA marking	HLTAs should be marking in line with the agreed policy. Class teachers should monitor and time may be given for the HLTA to mark. This should not be in pink.
IND	Independent
ST	Supply teacher – you may wish to use this to denote unmarked or inappropriately marked work. We expect supply staff to mark in accordance with school policy but this does not always happen.

- GG Guided Group – children have worked with the teacher, received verbal feedback through the lesson and there is no need for additional marking.
- VF Verbal Feedback given and next steps talked through, therefore there is no need for additional marking.
- P This should be used to comment easily on presentation. A star should follow this to say that there is an improvement in presentation

Key stage one / newly arrived / low reading ability

Key word plus smiley face- where child achieved well with particular skill.

If objective not achieved, next step should be given to support progress.

Subject specific guidance

Subject	Marking expectation
Maths	
English	
Guided Reading	
Spelling (Oxford Owl)	Self and peer marked with green pencils – checked by teacher
RWInc	
Art	Research of artist a full mark with next steps. Marking ladder used when working on skills used from the artist. This could generate this is good because and next step. Final pieces left unmarked.
D&T	For the product session – this is good because linked to skills. A marking/success criteria ladder for children to evaluate as they are working through the process could be used. (smiley faces) For the evaluation objective achieved with next step.
Geography, History, Science	Science: Learning objective achieved alternates weekly with evaluative and next step marking which is marked against the Science skill/objective, differentiated. Test base for next steps where appropriate. History & geography: Over the course of the unit, 1 in 3 pieces marked with an evaluative and next step comment. Can be handwritten or differentiated slips. In other pieces learning objective achieved stamp is acceptable.

	Geography:
French	Learning objective achieved alternates weekly with evaluative and next step marking slip which is marked against the speaking, listening, reading or writing objective.
Music	N/A
PE	N/A
RE	Learning objective achieved alternates weekly with evaluative and next step marking slip which is marked against the RE objective, differentiated where appropriate.
SMSC	N/A