

# Feedback policy

The Beeches Primary School



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Our policy is a working document based on current educational research which generates and informs good practice throughout the whole school. Feedback (and marking) needs to be 'high impact and low effort' providing constructive feedback on successes and improvements against Learning Intentions and targets.

The 2016 report of the Independent Teacher Workload Review Group noted that **written marking had become unnecessarily burdensome** for teachers and recommended that all marking should be driven by professional judgement and be "meaningful, manageable and motivating".

Feedback is effective when it is **timely** (not too late after the task), **frequent** (not too scarce) and **acted on** (not ignored).

### Why give feedback?

- Feedback should give teachers and children direction on attainment and how to improve
- Feedback should inform teachers' planning and the next steps in children's learning
- Feedback should pick up misconceptions
- It is a vital part of ongoing assessment
- It should provide a sense of achievement for all children and promote self-esteem

### Agreed marking codes:

✓	A successful demonstration of learning. A correct answer or good point.
✓ ✓	A very successful demonstration of learning. A perfect answer or very good point.
<b>Correct</b>	You have made a careless error here (eg. Spelling, punctuation or calculation). Can you put it right in <b>green pen</b> ?
<b>A</b>	Achieved – you met the Learning Intention.
<b>W</b>	Working Towards – you have not met the learning intention this time and need to practise this skill again.
<b>W/S</b>	With Support (You needed some help)
<b>G</b>	Guided Work (You worked with an adult)
<b>Blue pen</b>	Teacher marking
<b>Purple pen</b>	Other adult marking
<b>Green pen</b>	Self-marking / editing
<b>Coloured pencil</b>	Peer marking / editing

Stampers can also be used to show level of independence / context of work

NB – No need for I symbol as work assumed independent unless G or W/S.

## Correct

- Highlight an incorrect spelling or missing punctuation.
- Highlight an incorrect calculation.
- Three of your answers are incorrect. Can you find them and correct them.
- You need to add some punctuation in your second paragraph. Find and fix this.
- Look at number 4. You have missed an essential step. Put this right and your answer will be correct.
- Highlight a word which could be uplevelled.

## Point out errors for the children without correcting them

### Marking reading / writing / topic:

- Work the room
- Proof reading, editing and re-drafting using the **Editing Process in Writing** from Year 2 onwards (green pen). This is the main strategy for pupils to improve their work. Any changes made during this stage can be used for informing judgements on assessment.
- Orange highlighter (correct) to pick up on misconceptions 'in the now' (for all work apart from drafts and final copies of longer pieces of writing in Year 2, 5 and 6 where the changes need to be independent). Elements corrected by the teacher or picked out using correct and perfect cannot be used to inform assessment.
- Green highlighter (perfect) for deeper response (for all work apart from drafts and final copies of longer pieces of writing in Year 2, 5 and 6 where the changes need to be independent). Elements corrected by the teacher or picked out using correct and perfect cannot be used to inform assessment.
- Blue pen (Purple for TA) for ticks to acknowledge correct work / Agreed Marking Codes
- Self / Peer marking (green pen)
- Incorrect spellings from Year group expectations should be identified by the pupil or a peer (in year 5 and 6) and by an adult (in EYFS – Y4), written in the margin and copied out 4 times in green pen by the pupil during response time. Dictionaries / Thesaurus should be a resource the pupils use independently.
- The expectation is that pupils produce the same standard of work in topic and science as they would in Literacy, including expectations for writing appropriate to the year group.

	Can it be included for assessment in longer pieces of writing?
Pupil corrections in green pen	YES
Teachers picking out misconceptions in orange / green highlighter	NO

### **Editing process in writing:**

**Aim:** for children to be more independent in their proof reading and editing. This will need to be modelled to pupils several times.

**Step 1 – Does it make sense?** The pupils read their work aloud for a first time with expression, noticing any missing words or obvious errors. Correct / add in green pen.

**Step 2 – Spelling check** - The pupils will read their work for a second time, spotting any words they think they might have spelt wrong and underline them in green pen. They will then check against word bank / use dictionary / use peer to find the correct spelling. Correct in a green pen. Write 4 times in the margin correctly.

**Step 3 – Punctuation check** – Remind the pupils of key punctuation they should know / have been working on. The pupils read through for a third time looking for 'Perfect Punctuation' and correcting in green pen.

**Step 4 – Up-levelling to impact the reader** – Remind pupils about choosing vocabulary carefully to impact the reader (no banned words). Remind the pupils of a variety of sentence structure they could use. As they read, can they visualise the picture in their head? Read for a final time and make alterations in green pen to impact the reader.

### **Marking Mathematics:**

#### **Workbooks:**

- Work the room
- Orange highlighter to pick up on misconceptions 'in the now'
- Blue pen (Purple for TA) for ticks to acknowledge correct work
- Self / Peer marking (green pen)
- Acknowledge with Agreed Marking Codes in blue (including double tick)

#### **In Journals:**

- Work the room
- Agreed Marking Codes
- Self / peer marking with green pen
- Orange highlighter to pick up on misconceptions
- Green highlighter for deeper response
- Pupil response to Learnish questions

### **Addressing misconceptions:**

- Potential errors / misconceptions should be anticipated at the planning stage
- Live marking provides instant feedback - correct and perfect highlighting
- SWEEP, Hide and show on whiteboards, Mini-plenary and use of the visualiser to model and critique can all be used to identify and address misconceptions.

### **TOP TIPS for marking:**

- Work the room
- Carry a blue pen and orange highlighter around
- Insist on using a ruler
- Swiftly pick up on misconceptions including correct spelling of days of the week / months
- High expectations of handwriting. Model where needed

**For children requiring dictated sentences:**

A bookmark will be stuck on the front cover of English book/English draft book. The bookmark contains a table setting out the 7 stages of dictated sentences and when a child is ready to "graduate" to the next stage (completes the stage consistently on three or more occasions) the stage is dated.

Adults working with the child then refer to the bookmark each lesson to see which stage of support the child requires.

Date I graduated to the next stage	
Stage 1 I can write words grapheme by grapheme	
Stage 2 I can write a sentence a word at a time	
Stage 3 I can write a sentence a few words at a time	
Stage 4 I can hold and write half a sentence at a time	
Stage 5 I can hold and write a whole sentence	
Stage 6 I can write sentences independently but I need to orally rehearse first	
Stage 7 I am a fully independent writer!	



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