



Feedback Policy

Effective	Autumn 2023
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Governor Approval	

This policy gives guidance to staff on the purpose, types and frequency of marking.

Aims

All marking should have a clear purpose for either the pupil or the teacher depending on the learning objective or success criteria. Marking will enable pupils to make progress in their learning.

Purpose of marking

- To inform the teacher of the pupil's progress and needs for future planning.
- Provide feedback about current work.
- To demonstrate the value of a pupil's work.
- To allow for self-assessment where the pupil can recognise their difficulties and mistakes and encourage them to accept help/guidance from others.

Types of marking

- The learning objective needs to be under the date as the title. If the pupils are too young to write this, the teacher will have the objective written in/typed up and stuck in.
- There are various symbols that can be used to show pupils what they need to do to improve their work. These symbols are dyslexia friendly and become accessible for all. These can be found on the separate sheet and should be attached in pupil books.
- Teacher's comments: these are set out with an achieved (A) comment or a further work (FW) comment. Questions should be asked of the pupil that they can answer and reflect on as well as sign they have actioned. A or FW will be marked against the objective with a following comment at the end of the piece of work with A or FW in the margin.
- In maths 1, 2, 3 symbols are used. 1 to show the method/concept has been understood, 2 to show further work is needed and 3 which shows a guided session is needed as the concept has been misunderstood.
- Once/twice a week a teacher can use the highlighter system to make the marking more manageable. A green highlighter should be used to show pupils their good work. Yellow is used to show the pupils where they need to improve. Where pupils have visual needs a blue highlighter may be used instead of a green one. This will be explained to the individual pupil. This highlighting may concentrate on children's targets.
- With the highlighter system, as many green highlights can be used as wanted by the teacher, but less pink should be used and the comment at the bottom should tie in with this as to move the pupil forward. All classes are to use this system. Pink highlights can be used on their own without comment, if the teacher feels the pupil can independently correct what has been highlighted at the start of the next lesson.
- Pupils may, where appropriate, self-mark, or mark another pupil's work. The teacher will always review this marking. When pupils are doing this, they may use a coloured pencil at times, e.g. when ticking questions in maths. Pupils will use the same symbols as teachers (symbols are summarised on a separate sheet).
- Success criteria can be stuck into books and used by pupils to self or peer assess. This should be reviewed by the teacher.

Frequency of marking

- Marking may take place during the lesson, which allows for immediate feedback.
- If pupils are given oral feedback a comment doesn't have to be put in the book as the symbol-O.F. is used to show this.

- Most work will be marked before the next session of that subject. However, in the case of a long-term project it may not be marked until the completion of the project. Pupils will be informed in advance if this is the case.
- Thorough marking should take place twice a week.
- Where the pupil has had LSA or teacher assisted time, then the symbol will be used in the margin to show this. When a pupil has had support and then moved onto being independent then this will be made clear through a capital 'I' in the margin from the point they started. If pupils have completed a piece of work solely independently, then there will be no capital 'I' in the margin.

Responding to marking

- Pupils should be given time, preferably at the beginning of a lesson, or during dedicated time, to respond to marking.
- This time should be used to carefully read comments, to answer questions posed in the comments, to write a response to the comments and to initial comments to show that the marking has been read and understood.
- Purple polishing pens should be used by pupils to edit their work during this time for Years 2 – 6. In some cases this will be the case in year 1.

Do you have to mark all mistakes in a piece of work?

No. If you are marking against the objective then you comment on this. If there are spelling mistakes and you know the child should have got it correct or it was written on the board then this needs to be pointed out for the children to correct. If there are spelling mistakes due to a child trying to spell an unfamiliar word, you do not have to correct it.

Examples of feedback comments/questions

- Well done for remembering to use capital letters after a full stop. Can you see where else you needed to use a full stop?
- Please practise the handwriting join/formation below...
- Practise the spelling of the two words highlighted as you nearly got them correct.
- As you got all your calculations correct, please try this one below.
- Look at this example of how to set out your work. Could you work out the calculation written here in exactly the same way?