



# St Andrew's C.E. Primary School



# Feedback Policy 2017

## **What is the purpose of a Feedback Policy?**

The purpose of this policy is to make it absolutely clear how teachers mark children's work and provide feedback to ensure effective learning and continued progress for all children.

## **What are the principals that guide the school's approach to marking and giving feedback?**

### Marking and feedback should:

- Be manageable for teachers and accessible to children.
- Be positive, motivating and constructive for children
- Be at the child's level of comprehension
- Provide clear feedback to children, relating to the learning objective and success criteria.
- Give recognition and praise for achievement.
- Allow specific time for children to read, reflect and respond to marking.
- Respond to individual learning needs – e.g. marking face-to-face (verbal feedback) with some and at a distance with others.
- Inform future planning and target setting.
- Use consistent codes across each key stage (as outlined in the 'Marking Codes').
- Show the children that their work is valued.
- Ultimately be seen by children as a positive approach to improving their learning.
- Take place at the earliest opportunity, particularly if the next lesson builds on what has been taught earlier.
- Relate to the learning objective/success criteria of the work set, e.g. science should be marked mainly for the science content, not the punctuation.
- Give clear strategies for improvement.
- Be consistently followed by teachers and TAs across the school in line with the Effective Marking and Feedback policy.

## **Types of Marking**

### In-depth Marking

See 'marking codes' as outlined later in the policy.

### Structured, Scaffolded, Developmental – Learning Prompts

When appropriate, teachers will challenge the child with a quality question and/or extension task when giving written feedback. A range of prompts can be used (structured, scaffolded or developmental).

### Quick Check Marking

This is used to acknowledge the completion of a piece of work and to assure that the learning has been demonstrated appropriately. This could be in the form of a brief comment, a sticker, initials or a stamp.

### Self-marking / Peer Marking

When appropriate, children self-mark closed tasks, individually, as a group, or as a class. For longer pieces of work, they are encouraged to self-evaluate, identifying their own successes against learning objectives and looking for points for improvement, either for themselves or for a peer. This could be done using the colour-coded marking, as a checklist of success criteria or as a written comment. They may use purple pens to show any edits. Teachers will check and monitor that this marking is done appropriately, as well as model how to reflect and respond effectively.

### Verbal Feedback

Sometimes a teacher will give extensive verbal feedback in a lesson. This will be indicated by 'V' noted on the children's work.

### Next steps session

Time will be set aside for children to look back over their work and to read any feedback given. They will be encouraged to respond to questions and ways forward. This may be by answering questions, by editing sections of their work or by practising a skill as directed. They will also use this time to practise any misspelt words as instructed by the teacher.



## St. Andrew's Church of England Primary Reception Feedback Code

In Reception we recognise that marking and feedback needs to be immediate for it to be effective. Most feedback will be verbal and given as the teacher or teaching assistant is working with the child. Where there is written work, verbal feedback will still be given and recorded as 'V' in their books.

Occasionally there will be written comments and next steps which will be in line with the Key Stage 1 code. A green pen will be used to write positive comment alongside a 'smiley' stamp and a next step will be written in blue alongside a 'blue ladder'.

We feel that the impact of written comments on learning is notably significant when the children have a solid grasp of reading skills. As such, the purpose of written comments and the use of the school's Feedback Code is largely targeted at helping the children to familiarise themselves with the strategies they will encounter in the future.

Children will be introduced to AFL through the use of sharing a piece of work using the visualiser. As a class, we will look at the work and identify what is 'good' and what we feel could be even better. This will be highlighted with a green (good) and blue (next step) pen.



# St. Andrew's Church of England Primary

## Key Stage 1 Feedback Code

### Colour Coded Feedback/Focused Marking

Marking will be carried out in two coloured pens - green for marking and blue for how the child can improve their work/next steps.

- Green stars/blobs should be used followed by positive comments explaining strengths within the work (these should relate to the Success Criteria).
- Blue steps should be used followed by comments to identify ways.
- Highlighting/double ticks in green may be used within a child's work to highlight areas of strength.
- The blue next steps should encourage the children to reflect on their learning and to respond to questions or further challenges given.

All work in Key Stage 1 will show how the learning was managed and undertaken. Marking will be carried out in two coloured pens - green for marking and blue for how the child can improve their work/next steps.

**I** Independent **PAS** Partial Adult Support

**S** Shared **FAS** Full Adult support



Learning Objective achieved



Learning Objective not achieved but good effort recognised



Wow work!



Next steps for learning

**V**

Verbal feedback given

### Maths Feedback Code – Key Stage 1

The work is marked to show whether each answer is right or wrong (errors are marked with a 'c'). Children should indicate with an arrow in a star by the side of the learning objective/Can I...? question to show how well they have understood.



Correct work/work seen

**C**

Correction needed in maths



Corrected maths work

## Year 1 Feedback Code

### How to make your work even better!

hav

Spelling mistake

c

Missing capital letter

○

Missing full stop



Next steps for learning



## Year 2 Feedback Code

### How to make your work even better!

hav

Spelling mistake

/

Leave a finger space between words

c

Missing capital letter

○

Missing full stop

aNd

Mixed capital letter in a word or at the beginning of a word

^

Missing word

~~~~

Use a better word

( )

Not needed

?

Check for sense

//

Start a new line next time



Next steps for learning



## St. Andrew's Church of England Primary Key Stage 2 Feedback Code

### Symbols used within work

|                                                                                   |                                                                                                                                                                                                                                                               |
|-----------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | New paragraph                                                                                                                                                                                                                                                 |
|  | Spelling mistake underlined <ul style="list-style-type: none"><li>• Word to be written in the margin and children to rewrite as practise</li><li>• Only words which are a focus or those that the children are expected to know should be corrected</li></ul> |
|  | Punctuation missing or incorrect (circled)                                                                                                                                                                                                                    |
|  | Unclear sentence or section highlighted against relevant section in the margin                                                                                                                                                                                |

### Colour Coded Feedback/Focused Marking

- All marking should be completed in green pen.
- Highlighted 'green' marks/blobs should be used followed by positive comments explaining strengths within the work (these should relate to the Success Criteria).
- Highlighted 'blue' marks/blobs should be used followed by comments to identify ways forward/next steps.
- Highlighting may be used within a child's work to highlight areas of strength and areas needing improvement, using the colours listed above.
- The blue 'ways forward' should encourage the children to reflect on their learning and to respond to questions or further challenges given.

### Maths Marking

The work is marked to show whether each answer is right or wrong (errors usually highlighted with a question mark). Children will sometimes make a comment at the end of their work which relates to the "Can I?" question in the title.

### Support

**S** – Supported work (children have worked in a group directed by an adult).



## Feedback Evaluation Sheet KS2

Class Teacher: \_\_\_\_\_ Year Group: \_\_\_\_\_ Term: \_\_\_\_\_

Evaluations: 1: Always applied 2: Mostly applied 3: Occasionally applied  
4: Never applied

| Aspect                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 1 | 2 | 3 | 4 |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|
| Targets are set either within the marking or as separate aims for each child                                                                                                                                                                                                                                                                                                                                                                                                     |   |   |   |   |
| The targets selected are appropriate for the child and for inspiring improvement                                                                                                                                                                                                                                                                                                                                                                                                 |   |   |   |   |
| There is evidence that the work planned enables these targets to be addressed                                                                                                                                                                                                                                                                                                                                                                                                    |   |   |   |   |
| There is evidence that marking is focussed on these targets                                                                                                                                                                                                                                                                                                                                                                                                                      |   |   |   |   |
| The agreed marking code and colours are consistently applied (green for good, blue for better)                                                                                                                                                                                                                                                                                                                                                                                   |   |   |   |   |
| Evidence of structured, scaffolded and developmental prompts in marking (next steps), e.g:<br>“Add adjectives into the spaces in this sentence to improve it”<br><b>(structured)</b><br>“Well done, but you sometimes added 1 instead of taking away.<br>Let’s look at $46 + 9$ $46 + 10 = 56$ and $56 - 1 = 55$<br>Now you try doing the same with this one:<br>$59 + 9 =$ ” <b>(scaffolded)</b><br>“Tell me more about the character. What is he like?” <b>(developmental)</b> |   |   |   |   |
| There is evidence that the children are being given time and are responding to these questions and comments                                                                                                                                                                                                                                                                                                                                                                      |   |   |   |   |
| There is evidence that the children are self-assessing work with their own judgement                                                                                                                                                                                                                                                                                                                                                                                             |   |   |   |   |
| Evidence of verbal feedback has been recorded                                                                                                                                                                                                                                                                                                                                                                                                                                    |   |   |   |   |
| Evidence to show how well the children have met the objective                                                                                                                                                                                                                                                                                                                                                                                                                    |   |   |   |   |
| There is evidence that marking has led to improvement in the child’s work                                                                                                                                                                                                                                                                                                                                                                                                        |   |   |   |   |

Comments:



### Feedback Evaluation Sheet KS1

Class Teacher: \_\_\_\_\_ Year Group: \_\_\_\_\_ Term: \_\_\_\_\_

Evaluations: 1: Always applied 2: Mostly applied 3: Occasionally applied  
4: Never applied

| Aspect                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 1 | 2 | 3 | 4 |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|
| Targets are set either within the marking or as separate aims for each child                                                                                                                                                                                                                                                                                                                                                                                                     |   |   |   |   |
| The targets selected are appropriate for the child and for inspiring improvement                                                                                                                                                                                                                                                                                                                                                                                                 |   |   |   |   |
| There is evidence that the work planned enables these targets to be addressed                                                                                                                                                                                                                                                                                                                                                                                                    |   |   |   |   |
| There is evidence that marking is focussed on these targets                                                                                                                                                                                                                                                                                                                                                                                                                      |   |   |   |   |
| The agreed marking code and colours are consistently applied (green for good, blue for better)                                                                                                                                                                                                                                                                                                                                                                                   |   |   |   |   |
| Evidence of structured, scaffolded and developmental prompts in marking (next steps), e.g:<br>“Add adjectives into the spaces in this sentence to improve it”<br><b>(structured)</b><br>“Well done, but you sometimes added 1 instead of taking away.<br>Let’s look at $46 + 9$ $46 + 10 = 56$ and $56 - 1 = 55$<br>Now you try doing the same with this one:<br>$59 + 9 =$ ” <b>(scaffolded)</b><br>“Tell me more about the character. What is he like?” <b>(developmental)</b> |   |   |   |   |
| There is evidence that the children are being given time and are responding to these questions and comments                                                                                                                                                                                                                                                                                                                                                                      |   |   |   |   |
| There is evidence that the children are self-assessing work with their own judgement                                                                                                                                                                                                                                                                                                                                                                                             |   |   |   |   |
| Evidence to show how well the children have met the objective, using stampers                                                                                                                                                                                                                                                                                                                                                                                                    |   |   |   |   |
| Evidence of verbal feedback has been recorded                                                                                                                                                                                                                                                                                                                                                                                                                                    |   |   |   |   |
| Evidence of support given using codes e.g. I, S, PAS, FAS                                                                                                                                                                                                                                                                                                                                                                                                                        |   |   |   |   |
| There is evidence that marking has led to improvement in the child’s work                                                                                                                                                                                                                                                                                                                                                                                                        |   |   |   |   |

Comments:

## Developmental Task Prompts (Next steps)

### A Structured Prompt - for the child who has not achieved the LO.

For this type of prompt you will give them the structure and provide them with options to choose from.

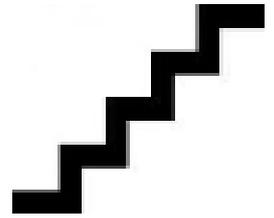
Example in literacy might be: **LO: To use adjectives**

The man walked along the beach.

**TASK:** Choose adjectives to describe the man and the beach.

The \_\_\_\_\_ man walked along the \_\_\_\_\_ beach.

Old, ancient, tall, sandy, pebbly, wrinkled.



Example in numeracy might be: **LO: Add 9 to any 2 digit number**

Comment: Remember to add 10 to help you.

e.g.  $43 + 9 =$

$43 + 10 = 53$

$53 - 1 = 52$

**TASK:** Now you have a go at this one:

$77 + 9 =$

$77 + 10 = \underline{\quad}$

$\underline{\quad} - 1 = \underline{\quad}$

### B Scaffolded Prompt- for the child who has achieved some of the learning objective but whose work is inconsistent.

Example in literacy might be: **LO: To include descriptive language.**

Katie was in the jungle and smelt a snake's breath.

**TASK:** Tell me more about the snake, what did its breath smell of?

Here, you are asking them a question to extend their work further.

Example in numeracy might be: **LO: Add 9 to any 2 digit number**

**TASK:**

### C Developmental Prompt- for the more able child or one who has achieved the Learning Objective.

This type of prompt just reminds them what you want them to do and asks for more detail.

Example in literacy might be: **LO: Write a character description.**

**TASK:** Tell me more about James and what he is like.

Example in numeracy might be: **LO: Add 9 to any 2 digit number.**

**TASK:** Well done, you can add 9 to a 2 digit number, now have a think about how you could add 19, 29, etc. to a 2 digit number.

Try these ones:  $65 + 19 =$