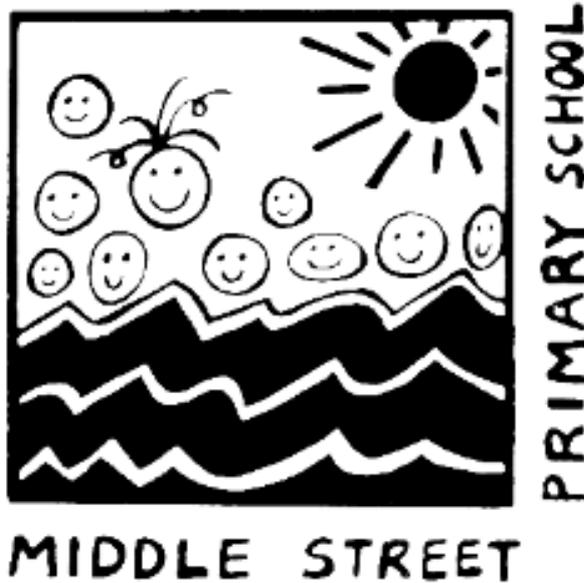


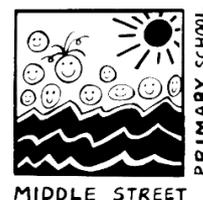
Feedback for Learning Policy



**Middle Street
Primary School**

Feedback for Learning Policy

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This policy outlines the purpose, nature and management of feedback and marking in our school.

The Purpose of Feedback

We believe that effective feedback, both oral and written, helps children to recognise their achievements and to move their learning forward.

The Nature of Feedback

Feedback serves three main purposes by providing information that can be:

- ★ **FORMATIVE** – providing information for both the teacher and pupil to recognise and plan for their next steps in learning. This enables the child to have ownership of their learning.
- ★ **DIAGNOSTIC** – informing the teacher and pupil of strengths and areas for development.
- ★ **SUMMATIVE** – a snapshot in time of a child's achievements e.g. an end of unit assessment.

We endeavour to provide immediate verbal feedback where possible and appropriate. This allows teachers to formatively assess during a lesson, whilst guiding children to reflect on and improve their learning. However, this is not always possible and so we endeavour to develop our written feedback in order to maximise its impact on children's development.

The learning objective for any given session should be made clear to the children and feedback should highlight **success and achievement** against this objective. Comments should also suggest ways to **improve work** or identify **next steps** for learning. When appropriate, work will be titled with a statement to help children understand the learning objective. Children are encouraged to assess the success of their own learning or sometimes the success of their peers'. They are helped to do this effectively using given success criteria or a list of things to '**remember to...**' Feedback may include teacher modelling of a strategy in order to reach the learning intention or a question to enable children to consider the next steps in learning.

Implementation

General

- ★ Work should be **marked to the learning intention** where appropriate.
- ★ Learning successes are marked in green, with orange used to show ways to improve work or next steps for learning.
- ★ Children use 'purple polishing pens' to improve their own work, or when self or peer assessing.
- ★ All work should be marked, but not every piece needs to be marked in depth.
- ★ Teachers should aim to give detailed feedback to every child at least once per week in both English and Mathematics.
- ★ Children should be given opportunities to respond to written feedback. For example, by correcting or improving their work as identified in the marking.

- ★ Relevant codes and initials should be used to show if someone other than the teacher has marked the work.
- ★ Teaching Assistants write comments on sticky notes to provide feedback to pupils and/or to the teacher.
- ★ Marking can and should take place during a session when working with a small group.
- ★ In some lessons children may mark their own work so as to provide them with immediate feedback, e.g. using answers given or calculators during a maths session.
- ★ There will be opportunities for **pupil peer and self-assessment** at different stages of lessons across the curriculum. This may take the form of oral or written feedback.
- ★ Children will be encouraged to judge the success of their own learning against the **learning objective** using **clear success criteria** to help them make correct judgements.
- ★ Class systems for **pupil feedback** can differ, e.g. **traffic-lighting, thumbs up, thumbs down**. Each enables children to feed back to the teacher on their success.

Marking code

- ★ Marking code only needs to be used for selected pieces of work.
- ★ There should be no more than 3 corrections for most work.
- ★ **i** signifies **independent work**.
- ★ **SW** signifies **supported work**.
- ★ **T** signifies working with the **Teacher**.
- ★ **TA** signifies working with the **Teaching Assistant**.
- ★ **S** signifies working with a **Supply Teacher**.
- ★ **VF** indicates that detailed **verbal feedback** has been given.

Written work

- ★ **Spelling errors or incorrect letter formation** – underline. Spellings or letters may be corrected by teacher or TA, or give the child the opportunity to correct them independently.
- ★ Children may be asked to practise the correct spelling or letter formation.
- ★ Missing **punctuation** or punctuation errors – circle mistakes or use **circles** to highlight position of missing punctuation.
- ★ **New paragraph** – use //
- ★ **New line** - use /
- ★ **Capital letters** – **circle** incorrect use. Corrections will sometimes be written by the teacher or TA.

Mathematics

- ★ All work should be marked with a **tick** if it's **correct** or a **dot** if it's **incorrect**.
- ★ Written teacher modelling can provide pupils with clear success criteria and alongside it then trying another example of their own.
- ★ In KS2 children could demonstrate their understanding of a unit of work by providing their own examples. This enables teachers to either celebrate success and take children on to the next stage of their learning, model appropriate success criteria again and provide further examples for children to try or adapt future planning to meet the children's needs.
- ★ Children should be encouraged to use mathematical vocabulary when self or peer assessing.

