

## **The Royal (Crown Aided) First School**



### **Feedback Policy**

*Loving to learn, learning to love, guided by God*

Date reviewed:	28/08/2021
Date of next review:	On going
To be reviewed by:	Headteacher

AT THE ROYAL SCHOOL OUR VISION IS TO LIGHT UP THE WORLD THROUGH BEING – BIG THINKERS  
– RESOURCEFUL - INDEPENDENT AND RESILIENT - GENEROUS OF SPIRIT - HONEST AND - TEAM  
PLAYERS

### **Aim**

The aim of this policy is to:

- enable every individual regardless of ability to achieve their full potential in a safe and secure learning environment
- ensure that pupils have access to a consistent high standard of feedback that supports learning across all subject areas.

## Intent

At The Royal School we believe that high quality, consistent and timely feedback enhances children's learning. We expect feedback to engage pupils as active participants in their learning by providing personalized help, challenge and guidance. **We use live marking/feedback for the majority of work as this encourages instant learning and pupil reflection.**

We mark children's work and offer feedback in order to:

- Show that we value their work, and encourage them to do the same.
- Boost self-esteem and aspirations, through use of praise and encouragement.
- Give a clear general picture of how far they have come in their learning, and what the next steps are.
- Promote self-assessment, recognise their difficulties and provide guidance.
- Share expectations.
- Gauge their understanding, and identify any misconceptions.
- Provide a basis both for summative and formative assessment and inform individual tracking of progress.
- To inform future lesson planning.

## Implementation

Wherever possible, marking and feedback should be related to a clear learning objective that has been shared with the children. This may sometimes be pre prepared and stuck into the child's book.

Teachers highlight the learning objective in pink and through discussion with the child find up to three instances that show that the child has achieved the learning objective. With a green highlighter after discussion with the child they highlight up to three items that need the chance to "think again" in order to grow in their learning.

Spelling, punctuation and grammar should not be asked for in every piece of work as children cannot focus on too many things at once. However, children should be asked to check their work and read it through when they have finished working. This may mean that some aspects of writing are unmarked.

Marking and feedback should be carried out as soon as possible after the work has been completed if it has not been possible to live mark.

### Recognition and Praise

Focusing on the positive side of a piece of work will promote self-esteem. A particularly successful piece of work may be rewarded with house points, stickers, stamps or smiley faces. Achievement of the lesson objective or Individual target should be acknowledged. Quality work may be celebrated and shared with the class or with another member of staff.

### Strategies for Improvement

Through discussion, children need to be aware that marking is a way to help them improve their learning. Work should be marked sensitively and with discretion and children should be expected to assimilate a limited number of corrections at one time. These should be in language that the child understands and should vary according to age and ability.

Most work is marked with the child at the time but, when work has been distance-marked, it is important to allow some time when returning the work for the children to respond to the marking by reading through the work and/or correcting mistakes.

The teacher's responsibility is to:

- Mark in accordance with the policy and codes agreed.
- Ensure that marking and feedback relates to learning objectives, which will need to be shared with the children.
- Give children opportunities to become aware of and reflect on their learning needs.
- Give recognition and appropriate praise for achievement.
- Give clear strategies for improvement.
- Allow specific time for children to read, reflect and respond to marking.
- Respond to individual learning needs, marking face-to-face with some and at a distance for others.
- Use assessment and marking to inform future planning and individual target setting.

The learning support staff's responsibility is to:

- Ensure that they are aware of the marking policy of the school and check with the teacher about the appropriateness of marking and feedback they have offered.
- Ensure that the teacher is made aware of any difficulties and successes that a child may have.
- To use knowledge of how children responded in order to consider the support required for the next lesson.

Head teacher's responsibility is to:

- Ensure that consistent codes of marking are used throughout the school and are provided to new staff as part of the teacher handbook.

- Monitor marking and feedback through children's work and discussion with children.
- Support staff in order to raise standards.
- Give recognition and praise for achievement and make children aware of any necessary improvements that need to be made.
- Ensure that marking and feedback is manageable for teachers and staff.
- Involve all adults working with children in the classroom.

Parents will be:

- Encouraged to take part in target setting with the teacher and their child through discussion of targets at parents evening.
- Encouraged to take an interest in the progress of their children and to contact the teacher if they have any concerns about their child's learning.
- Encouraged to understand how marking and feedback can be used as a real tool for learning and improvement.

#### **Marking and feedback in Foundation Stage and Key Stage 1:**

- Work is usually discussed with the children.
- Verbal positive feedback is the most common used form of 'marking'.
- Ticks, stampers and self-assessment stampers are put into exercise books as and when appropriate.
- Teachers will mark using 'Green for Growth' and 'Tickled Pink' techniques to help pupils understand clearly what they need to do to improve and what they have done well.
- Some marking and feedback takes place immediately with the use of 'showing' their ideas and answers on their whiteboards.
- During plenary time at the end of lessons when some children show their work, they may be asked 'how could you do better next time?' Other children may contribute to this and the teacher may suggest specific improvements and give opportunity for further practice as part of the marking process.
- Children are paired for some lessons with a discussion partner to share ideas and feedback.
- Children will have targets for development displayed and when these are identified in their work the teacher will comment upon it.
- When marking, teachers will identify what are the next steps in learning for the pupil.

#### **Marking and feedback in Key Stage 2**

- Live marking is used for most work. Distance marking is used for extended pieces of work. The code 'VF' is used to indicate that a child has been given verbal feedback on a piece of work.
- If the children are not present when work has been marked, then time is set-aside at the beginning of lessons in which all the children read their comments and find out how they can improve their work.
- Teachers and pupils will mark using 'Green for Growth' and a pink highlighter to highlight learning intentions and assist pupils to focus on lesson objectives. In Year 4, pupils will be encouraged to use different coloured pens to peer and self-assess work.
- Children will have targets for development displayed and when these are identified in their work the teacher will comment upon it verbally.
- Most marking and feedback takes place immediately within the classroom.
- Children are paired for some lessons and these partners can be used for peer assessment and feedback.

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- On occasions, a piece of extended writing may be marked to a success criteria or key feature for that genre of writing.
- Teachers will identify what are the next steps in learning for the pupil through ongoing assessment on a daily basis.

### Pen licence

In order for KS2 children to gain a pen licence they must demonstrate:

- Continuous cursive handwriting (unless previously agreed) for a prolonged (12 weeks) period of time across all subject areas.
- Letter formation should be consistent in size.
- Words should be of a consistent distance apart.
- Children should be able to recognise areas for improvement within their writing and neatly edit their own work.

**Marking Code – All areas of the school**

Pink highlighter	This is correct, good point.
Green highlighter	You have made a mistake, please go back and rethink this.
	Incorrect spelling circled with correct spelling written - KS2 children correct their own spellings using a dictionary.
^	A word is missing and word inserted
VF	verbal feedback received.
TA	TA assisted work.
Sp	incorrect spelling identified by <i>sp</i>
//	New paragraph should have been started

For growth



Tickled  
Pink



**KS1 Marking Code**



finger  
spaces

for writing



connectives



full stops



upper/lower  
case letters