

Sellindge Primary School

Feedback Policy



Date published: April 2019

Approved by Teaching Staff : April 2019

Reviewed by Teaching Staff: 9th February 2022

Reviewed by Teaching Staff: 10th February 2025

Review date: February 2028 or before if required

Rationale

We believe that feedback is a key factor in enabling children to understand themselves as learners; address misconceptions; inform pupils whether they are on track to meet goals and set challenges. Feedback can come from adults or peers and is most effective when given immediately. At Sellindge Primary School the majority of feedback will be given verbally but will also be given in writing in the form of marking.

Related Policies, Guidance and Procedures

Assessment, Target Setting and Record Keeping

Equality Policy

What It Looks Like At Sellindge...(Curriculum documents)

Aims

Giving children feedback and marking their work are important aspects of the learning process which enables us to:

- Check that the children have understood what has been taught
- Show children that their work is valued
- Show children how to improve and help them to understand the next steps in their learning
- Engage children in the learning process
- Create a dialogue about learning between the teacher and the child
- Raise standards

Principles of Effective Feedback

1. The primary focus should be to further children's learning.
2. Evidence of feedback and marking is incidental to the process, not for external verification.
3. Written/or digital learning comments should be informative to the student and therefore accessible. (Or where teachers wish to record to refer to at a later date.)
4. Feedback delivered closest to the activity is most effective.
5. Feedback is part of the assessment process and may take many forms of which written comments are only one.
6. Feedback and marking are a part of the whole school assessment process, which aims to provide good outcome through the correct level of support and challenge.
7. All pupils' work should be reviewed by teachers at the earliest opportunity so that it has an impact on future learning.
8. All reviewed work in books should be acknowledged by the marker using the school procedures. (see below)
9. Pupils are trained in how to give effective feedback to their peers and themselves.
10. Feedback is carried out in a positive manner to increase the potential benefits.

Types of Feedback

Type	What it looks like	Evidence (for observers)
Immediate	- Includes teacher gathering feedback from teaching, including mini-whiteboards, book work etc. - Take place in lessons with individuals or small groups - Often given verbally to pupils for immediate action - May involve use of a teaching assistant to provide support or further challenge - May re-direct the focus of teaching or the task - May include highlighting/annotations according to the marking code, or digital feedback	- Lesson observation/learning walks - Some evidence of annotations or use of marking code/highlighting - Improvements evident in books, or online, either through editing or further working
Summary	- Takes place at the end of a lesson or activity - Often involves whole groups or classes - Provides an opportunity for evaluation of learning in the lesson - May take form of self-or peer- assessment against an agreed set of criteria - In some cases, may guide a teacher's further use of review feedback, focusing on areas of need	- Lesson observations/learning walks - Timetables pre-and post-teaching based on assessment - Some evidence of self-and peer-assessment - May be reflected in selected focus review feedback (marking)
Review	- Takes place away from the point of teaching - May involve written comments/annotations/digital feedback for pupils to read/respond to - Provides teachers with opportunities for assessment of understanding - Leads to adaptation of future lessons through planning, grouping or adaptation of tasks - Start of unit cold tasks or lesson retrieval quiz - End of unit quizzes or hot tasks - May lead to targets being set for pupils' future attention, or immediate action	- Acknowledgment of all work completed by highlighting the LO - Written comment and appropriate responses/actions where necessary - Adaptations to teaching sequences tasks when compared to planning - Use of annotations to indicate future groupings - Lesson starter retrieval quizzes - End of unit quizzes/hot tasks

Source: Michael Tidd- *A Policy for Feedback, not Marking- 2016*

Marking Guidelines

- ✓ Marking will predominantly relate to the learning intention. However there may be instances where marking is applied to other areas such as punctuation, spelling etc.
- ✓ Over time, marking should offer a balance of positive and developmental feedback
- ✓ Teachers may target specific groups for detailed marking, primarily in English and Maths.
- ✓ Marking should be such that it gives children the opportunity to make improvements.
- ✓ All digital learning must require acknowledgement
- ✓ Pupils will be given ample opportunity to respond to marking.
- ✓ When marking a piece of work the School's Marking Procedures should be implemented. (see below)
- ✓ Teachers will mark using a green coloured pen for successes and a red for improvement or response.
- ✓ House points/Dojos may be awarded by writing. Stickers, smiley faces, stars and reward stamps may also be given.
- ✓ Pupils should understand these guidelines and know School's Marking Procedures.

Monitoring and Evaluation

SLT and Subject Leaders will monitor the implementation of this policy through work scrutiny, lesson observations and discussion with pupils.

The desired outcomes for this policy are

- High levels of pupil progress and attainment.
- Pupils show good understanding of what they have done well and how they can improve.
- Consistency in teachers' marking across the key stages and between years
- Teachers' time is used effectively to gain the best outcomes for pupils.

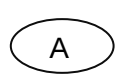
Dated: Feb 2025

School's Marking Procedures

It has been agreed by staff to use the following symbols when marking pupils' work.

Learning Objective highlighted

Achieved	
Needs more practice needed to be secure	
Has not understood yet	

	A double tick indicates an excellent application of LO in their work.
	A tick indicates correct work.
	A dot indicates work is incorrect
	Start a new paragraph here
	Wavy underline means check spelling
	Means that something has been left out
	Means what has been written does not make sense
	Means that comments are written elsewhere – usually at the bottom of the page
	Work not finished.
	The pupil was absent from the lesson
Intervention	The child attended an intervention during the lesson
P (in margin) or 	Teachers will draw a ring around missing or incorrect punctuation, or leave a P in the margin to indicate that a pupil should search this line for their error.
WS	With support
WT or 	We talked – means the teacher has discussed work with the child
	Corrected work
HP or 	House point awarded
Monster stamp or 	To indicate a challenge or next step related to the learning
Pink Pen (Self/Peer Marking)	To indicate self-editing. If a peer were to edit, they would write their name at the end.

In KS1, our feedback & marking is based on the visual toolkit below, which is used so that children can see, though taught symbols, what the focus and feedback in on a given topic.

