



**BEECHWOOD**  
Primary School

**FEEDBACK  
POLICY**

**SEPTEMBER 2023**

**Autumn Term**

Approved by: **Learning & Outcomes Committee**

Date:

Last reviewed on: **September 2023**

Next review due by: **September 2024**

# FEEDBACK AND MARKING POLICY

## 1. Rationale:

The Headteacher, governing body and staff of Beechwood Primary School are committed to raising standards, establishing high expectations and promoting effective teaching and learning. We believe that it is through effective feedback that formative assessment information can be utilised to support planning, target setting and improving attainment. It also encourages children to reflect on their own achievement and to celebrate success. In this policy we set out the principles and procedures that will guide our practice in relation to improving the standard of feedback and marking across the school, establish an ethos of positive dialogue between the children and their teachers regarding the marking of their work and instil confidence in all children whatever their ability.

## 2. Aims:

As a staff at Beechwood, we aim:

- to provide a whole school framework for effective feedback and marking that directly contributes to raising the achievement of all pupils;
- to encourage dialogue between children and adults regarding the progress, success and areas to target;
- to ensure standardisation and consistency of practice throughout the school;
- to provide guidance to staff on the purpose, types and frequency of effective feedback and marking.

## 3. Principles of Feedback and Marking:

The principles underpinning this policy, based on the guidance report for the EEF, are to ensure that:

- the process of offering feedback is a positive experience, with recognition given to the efforts as well as the achievements of every child;
- the sole focus of feedback should be to further children's learning;
- evidence of feedback is incidental to the process and we do not provide additional evidence for external verification;
- feedback should empower children to take responsibility for improving their own work; written comments should only be used as a guide for those children who otherwise are unable to locate their own errors, even after guided modelling by the teacher;
- children receive feedback either within the lesson itself or in the next appropriate lesson. The 'next step' is usually the next lesson;
- children's self-assessment in each lesson is promoted.

## 4. Purpose:

The staff at Beechwood offer feedback in order to:

- show that we value the children's work, and encourage them to value it too;
- boost self-esteem and raise aspirations, through use of praise and encouragement;
- give the children a clear and detailed understanding of how far they have come in their learning, and how they can improve their work in the future;
- promote self-assessment;
- share high expectations;
- provide ongoing assessment to inform future lesson-planning;

- indicate levels of attainment and provide a basis for both formative and summative assessment;
- provide aspirational targets for all children.

## 5. Effective Feedback and Marking:

Effective Feedback and Marking takes place when:

- success criteria are shared with children at the start of the lesson;
- feedback is selective, focussing on the specific learning that has taken place and is relating to the success criteria and non-negotiables;
- comments made during response time identify what has been done well and what still needs improvement;
- guidance is given on how to make the improvement;
- time is put aside for the improvements to take place and for pupils to follow up the feedback as part of the overall learning process;
- the Feedback and Marking Policy is consistently followed by teachers across the whole school;
- persistent errors and patterns of errors are identified rather than every error made.

## 6. Feedback and Marking in Practice:

It is vital that teachers evaluate the work that children undertake in lessons, and use information obtained from this to allow them to adjust their teaching. Feedback occurs at one of four common stages in the learning process:

1. **Immediate Feedback** - at the point of teaching.
2. **Summary Feedback** - at the end of a lesson/task. Teachers will deliver appropriately timed feedback that focuses on moving learning forward before the next lesson is taught.
3. **Next Lesson Feedforward** - further teaching enabling the children to identify and improve for themselves areas for development identified by the teacher upon review of work.
4. **Summative Feedback** - tasks planned to give teachers definitive feedback about whether a child has securely mastered the material under study.

*See Appendix 1*

## 7a. Guidance for Teachers in Key Stage 1:

### **Learning Challenge Success Criteria**

- A learning challenge success criteria challenge must be placed at the top of each new page for English, science, history and geography with the exception of those children following a bespoke curriculum.
- For independent practical activities, a Learning Challenge success criteria needs to be placed in the books but this needs to have a brief outline of the task or investigation.

### **Summary Feedback**

- Teachers need to be selective and sensitive in marking. i.e. not every incorrect spelling needs to be corrected only words that an individual child should be reasonably expected to know.
- A code of **Sp (for spelling error)** should be annotated in the page margin where necessary.
- Incorrect letter formation or joins should be modelled underneath the children's work.
- The success criteria should be highlighted in **green** where it has been fully met.
- The non-negotiables should be highlighted in **green** where they have been fully met, where this is appropriate.

- The success criteria should be highlighted in **pink** where it has not been met.
- The non-negotiables should be highlighted in **pink** where they have not been met, where this is appropriate.
- The success criteria should be highlighted in **yellow** where it has been partially met.
- Comments will be written in **BLUE** pen only.
- Adults other than the class teacher (including students) should mark using **GREEN** pen only.
- All written comments should be clear, legible and neat in a handwriting style consistent with that being taught to the children.
- The level of independence should be indicated on the learning challenge success criteria using the relevant code:  
     I = Independent  
     G = Guided  
     P = Peer support

### 7b. Guidance for Teachers in Key Stage 2:

The majority of feedback will be delivered via Showbie.

- The outcomes of each learning challenge objective should be assessed using the relevant emoji codes:  
     😊 indicates that the learning challenge objective has been fully met.  
     😊 indicates that the learning challenge objective has been partially met.  
     😞 indicates that the learning challenge objective has not been met.
- Personalised feedback to focus on moving learning forward and targeting specific learning gaps will be given in a range of ways including: voice notes, written comments and text marking with an strong emphasis on verbal feedback.
- Comments will be written in **BLUE** only.
- Adults other than the class teacher (including students) should mark using **GREEN** only.
- A green line will be used to indicate a correct response.
- A pink line will be used to indicate an error.

### 7c. Next Lesson Feedforward Key Stage 1 & 2

Responsive teaching following a lesson will take place as outlined below:

- 1) Reteach - address common misconceptions from the previous lesson using different examples or strategies.
- 2) Revise - Revisit learning from the previous session so that it is not forgotten.
- 3) Redraft - Model how improvements can be made.
- 4) Practice - Provide further opportunities for consolidation until the skill is embedded.
- 5) Check - Assessment that learning is fully embedded after several weeks have passed.

**WHAT WENT WELL (WWW)** - Identify on teaching slides **what** has been done well by sharing extracts from pupils' work.

**EVEN BETTER IF (EBI)** - Respond to personalised feedback.

**NEXT STEPS/CHALLENGE** - Using the codes, identify the following:

- G** - Guided work with an adult
- C** - Corrections
- LC** - Application of skills taught.

Response time will be built into all lessons to allow children appropriate time to respond to the feedback and to make improvements where necessary. In Key Stage 2, response time will be acknowledged using red by the class TA and shared with the class teacher.

**English** - Children will proofread, edit and improve their work by annotating using **PURPLE** in Years 2 to 6.

At the end of each English unit there will be an extended piece of writing which demonstrates the progress which has been made during that particular unit. Each piece of extended writing should be assessed using an age appropriate assessment criteria. If the child has met a criterion for that particular piece of writing, it is highlighted in **green**. This assessment should directly inform the child's summative assessment of writing.

*See Curriculum Policy (English) for additional guidance.*

**Maths** - Children will self/peer mark the majority of work in lessons. This process will start in the final term of Year 2.

*See Curriculum Policy (Maths) for additional guidance.*

**Other Curriculum Areas** - To ensure that writing expectations are high throughout all subjects, the Feedback and Marking policy must be applied to all subjects.

### **Self/Peer Marking**

Throughout the school, children are encouraged to support each other and feedback on learning and achievement.

Depending on the age and stage of development, children should be given the opportunity to act as response partners and peer mark work. This is often linked to 'talk partners' and the pairing of children should be based on ability and trust.

Children should be trained to do this and ground rules set.

Peer Assessment needs to be carried out against the focused learning objectives, success criteria or individual targets.

On KS1 success criteria stickers, pupils need to indicate how well they think they have met the success criteria with the following faces:

- ☺ indicates that they think the learning challenge objective has been fully met.
- ☹ indicates that they think the learning challenge objective has been partially met.
- ☹ indicates that they think the learning challenge objective has not been met.

In Key Stage 2, when self marking, children will use a green dot to indicate the correct answer and a pink dot to indicate an error.

### **8. Presentation of Work**

There needs to be high expectations of handwriting and presentation in all lessons.

Children should be taught how to present their work neatly and this needs to be regularly reinforced by the class teacher.

*See Appendix 2*

### **9. Monitoring**

Learning walks carried out by the Senior Leadership Team (SLT) and phase leads will take into account the effective feedback given during lessons.

Book looks, drop-in sessions and discussions with children will take place in all subjects with the Implementation and Impact Teaching & Learning strand.

In addition to this, staff will be invited to bring children's books to phase meetings on alternate weeks so that short informal work sampling can be carried out and good practice shared.

### FEEDBACK AND MARKING POLICY

This policy was adopted at a meeting of Learning and Outcomes Governor sub-committee, held on \_\_\_\_\_

Date to be reviewed: September 2024

Signed:

Name of signatory:

S. Harper

J. Cargill

Role of signatory:

Headteacher

Chair of Governors

## APPENDIX 1 - FEEDBACK & MARKING IN PRACTICE

TYPE	WHAT IT LOOKS LIKE	EVIDENCE
<b>IMMEDIATE</b>	Gathering feedback from within the lesson including <b>Showbie</b> , mini-whiteboards, books, questioning. In lessons with individuals or small groups. Mainly verbal for immediate action. May involve a teaching assistant to provide support or further challenge. May re-direct the focus of teaching or the task.	Lesson observations. Learning walks.
<b>SUMMARY</b>	Takes place at the end of a lesson or activity. Often involves groups or whole class. Provides an opportunity for evaluation of learning in the lesson. May take form of self or peer-assessment. May take the form of a quiz, test or score on a game.	Lesson observations. Learning walks. Book looks. Quiz/test results.
<b>FEEDFORWARD</b>	Feedback to the class about strengths and areas for development. Response time. Proof reading and editing. Corrections are completed and misconceptions addressed.	Lesson observations. Learning walks. Book looks. Evidence of editing and redrafting
<b>SUMMATIVE</b>	'Check it' activities. Half-termly tests. Quizzes. Extended Writing pieces.	Assessment grids

## APPENDIX 2 - PRESENTATION

### Key Stage One

- ✓ Only write in a sharp pencil.
- ✓ Use a sharp pencil and pencil crayons for drawing.
- ✓ If you make a mistake, put a neat line through it.
- ✓ Avoid 'SCRIBBLES' on your work.
- ✓ In maths, only write one number or symbol in each square.
- ✓ Do not write or draw on book covers or in the margin.

### Key Stage Two

- ✓ Present your work neatly and tidily.
- ✓ Use neat, joined handwriting in all written work

- ✓ Only write in a sharp pencil or a black pen if you have received you 'Pen Licence'.
- ✓ Use a sharp pencil and pencil crayons for drawing.
- ✓ If you make a mistake, put a neat line through it using a ruler or use a rubber and then continue.
- ✓ Avoid 'SCRIBBLES' on your work.
- ✓ Use a ruler if you need to draw a straight line.
- ✓ Do not write or draw on book covers or in the margin.

### Appendix 3

#### Marking on Showbie

English		Maths	Reading
<b>Sentence Accuracy</b> Detailed mark with response from the children (this is the focus). Acknowledge responses from the children in pink/green. Annotate/voice note punctuation/spelling or grammatical errors		<b>FB4</b> <b>Response Time</b> <b>Check children's marking</b> Voices notes or annotations that you expect purple polishing from.	<b>Mark final piece with annotations and face emojis.</b>
Science	History/Geography	DT	Computing
<b>Full marking, same expectations of text annotation (like English) with an emphasis on voice notes</b>	<b>Full marking.</b> <b>Same expectations of text annotation (like English) with an emphasis on voice notes</b>	<b>FB4</b> <b>Feedback needed particularly on design/planning phase &amp; Response Time if necessary</b>	<b>FB4</b> <b>Face emoji each lesson</b> <b>Full marking if children are writing and Response Time.</b>
RE	PE	French	Music
<b>FB4</b> <b>If children are writing, annotations needed.</b> <b>Face emoji each lesson</b>	<b>Save videos in folder (evidence gathering)</b>	<b>FB4</b> <b>Lesson 6 of each unit (assessment lesson)</b>	<b>Mark <u>only</u> final piece with face emojis.</b> <b>Save videos in folder (evidence gathering)</b>

- \* Prioritise marking on non-negotiables when writing.
- \* Typed work needs to be punctuated.
- \* Daily Sentence Accuracy- full marking and needs responding to by the pupil.
- \* Voice notes only to address misconception or move the learning forward (no need for positive comments only)
- \* Check all self-marked work by the children and if incorrect, please pull children up via comments.