



Feedback Policy

Rationale

Feedback is an important aspect of communication between the teacher and the child. At Beechwood School, we always aim to be positive in our approach to the child's work. We look for something good in the work and for something to improve on in order to take learning forward. The following is our whole school agreement on our approach to marking. This policy also links to the Assessment Policy.

Editing:

To encourage children to improve their work, we promote self-editing as part of our day to day practice. To ensure this is clear, children will, when writing longer pieces of written work, write on every other line. Children's independent editing will be completed in a purple 'Editing Pen'. Children are encouraged to self and peer edit before the work is given to the teacher for feedback.

When do we provide feedback?

The most effective feedback is carried out in the lesson with the child – but this is not always practical. Staff have access to a variety of marking approaches and are trusted to select the most appropriate methods, which will move learning on, for the task set.

Staff can select from the following:

- There are times when instant feedback is important and it will be acceptable for children to mark their own work (eg after a quick test)
- Children are encouraged to develop self and peer assessment (age appropriate).
- Some feedback will be very detailed (eg after a long piece of writing)
- Some feedback will be no more than a brief check that the child is on target
- Sometimes feedback will take the form of a discussion with the child – the initials VF (verbal feedback) will be written at the bottom of the work with a reference to their target and if applicable new target set.
- Some feedback will take place on SeeSaw- '(SS)' will be noted on the page when this occurs. This will allow parents to have a conversation with their child at home, prior to being given editing time in class.

How do we provide feedback?

- Marking will be done in an alternative colour to the work produced. Green or pink for Teachers and TA's. Students will follow the policy, signing the bottom of the page to indicate they have marked the piece. Class teacher will then quality assure marking for their class; making further comments if needed.
- Two contrasting pens will be used to identify correct and any misunderstandings (pink). Green pen for what has been done well.
- When appropriate teachers will comment on children's progress and achievement
- If it is not the class teacher, the member of staff must initial.
- Comments must be specific to the learning intention of the lesson.
- In non core subjects, where English or Maths skills are being applied, these will also be part of the feedback focus. However, the subject being taught should form the main focus of the feedback.

All subjects

The staff and children will use the following guidelines when providing feedback. It is expected that the children will use these as part of their self-editing skills.

- ticks in a green pen indicate correct work
- a dot in a pink pen indicates an incorrect answer
- green pen will be used to identify where children have achieved their personal target or age related expectation.
- Pink pen will be used in order to show areas of misconceptions or areas for development.
- Successes are recognised by either a stamp or a comment.
- Recorded in books * in black with green highlight indicates successful points in work.
- Targets are to be written on lined post it notes where necessary. (T) with a pink highlight indicates areas that the children need to work on and respond to.
- In Maths, targets or challenges may be written on the page rather than a lined post it notes should this be deemed necessary.
- In Maths, any work which demonstrates a child working at Greater Depth will be highlighted with a green cloud around it. This will support the teacher in evidencing Greater Depth.
- Children will respond to target at the start of each lesson or planned time of the day.
- Teachers to mark targets with 'target achieved stamp' or circled VF/annotate incorrect responses.
- Peer assessment can be completed on a plain yellow post it with a * and a (T).
- Editing to be completed by the children in a purple pen.
- 3 or 4 spellings may be identified in written work; those the teacher knows the children should be spelling correctly; linked to ARE. Teachers can choose whether to note sp next to incorrect spellings or leave a pink line under the words for the children to deduce why.
- ^ will be used to indicate where words or phrases are missing.
- // will be used to indicate where a paragraph break should have occurred.
- Children will use * to show where an extra sentence or paragraph needs to be edited in. Numbered *s will be used where more than one edit needs to happen.
- Work completed independently will be signaled with an 'Independent' stamp. In English books, some of this independent work will be within a genre whereas work completed in cross curricular books will be a fully independent piece of work, demonstrating the retention of skills from their English work.

Reflection

- Children are to be given the time to reflect on and respond to the targets given and annotations.

Monitoring and Review

- Lead learners will monitor the quality of marking when they scrutinise work
- It is the responsibility of our governing body to agree and then monitor the school marking policy.
- This policy will be reviewed within three years.

Signed: _____

Date of agreement

July 2017

Date for review

July 2020