



**John Blow Primary School**

**Feedback Policy**

Reviewed: September 2023

### **Aim of this policy**

To make pupils aware of the next steps in their learning.

To ensure consistency of practice.

To make explicit to the whole school community our approach to providing constructive feedback on pupils' work.

### **Marking principles**

Teachers may mark in a contrasting colour to the child's work; although all marking will be clear. Staff will use the agreed Marking Key.

Marking should take place soon after the work has been completed and handed back as soon as possible.

Marking should be manageable for all teachers and teaching assistants.

Feedback is a positive communication based on the next steps of learning.

Marking is supported by a dialogue between teacher and pupil.

Marking will be followed through to subsequent pieces of work.

Teaching Assistants shall initial where they mark work and indicate the ratio of adult to pupils i.e. 1:3.

All supply staff and regular PPA cover staff are to mark work and initial the work at the bottom.

Children will be provided with opportunities to respond to marking in pencil/purple pen.

Long term projects may be marked on completion.

### **Subject specific**

#### **Marking of English**

A comment may be added which tells the child how well they met the Learning Objective/success criteria and, when appropriate, which features need to be improved eg. Errors in process, misunderstanding concepts, misspelt vocabulary, accuracy, quality of presentation. Response marking and editing might be possible in some Literacy marking. Targets can also be given in this subject. In KS2 children can edit their work where it is closely monitored by the teacher.

Children will self-assess against the Learning Objective using our Traffic Light system.

Where appropriate 'Success criteria grids' will be used by the teacher and child to assess the key features of the writing, along with a next step to support progression.

Spellings will be indicated to a child where appropriate, and they must write these out three times after the piece of work. Children must be encouraged to do this independently and automatically, especially in KS2.

In some instances, more spellings may be corrected eg the work is to be used for copying into best.

**Marking of Maths:** must be marked with a tick or cross to show whether each answer is right or wrong. A comment may also be added which tells the child how well they met the Learning Objective/success criteria and, when appropriate, which features need to be improved eg. Errors in process, misunderstanding concepts, misspelt vocabulary, accuracy, quality of presentation. Response marking might be possible in some maths marking. Targets can also be given in this subject. In KS2 children can mark their work (right/wrong answers) where it is closely monitored by the teacher.

Children will self-assess against the Learning Objective using our Traffic Light system. Teachers will mark each piece of work with ICS to indicate the understanding of the pupil.

#### **Marking of all other written work- foundation subjects and topic:**

Marking here will be a lighter touch and is against the learning objective/success criteria. When appropriate, features such as errors in process, misunderstandings or concepts, misspelt vocabulary, accuracy, quality of presentation will be commented upon.

**Monitoring and evaluation**

As part of regular work scrutiny carried out by all staff we will check to ensure the above principles are being applied.

**Marking Key**

Marking code	Interpretation
Tick	Your work is correct and good.
Positive feedback	What you have done well.
Ⓣ	Target/next step(s)
Arrowhead	You have left out a letter or word.
(In maths)	
Ⓛ _____	Insecure
Ⓒ _____	Competent
Ⓢ _____	Skilled
'Sp' and squiggle	You have spelt a word wrong. Write out 3x's.
○	Capital letter or punctuation missing.
?	Part of your writing does not make sense, including grammar i.e., tense
Vertical wiggle	Finger space.
//	A new paragraph is needed.
Pupil self-assessment- 'Traffic light' (next to L.O.)	
<b>RED</b> _____	I do not understand/I need help/It was tricky.
<b>YELLOW/ORANGE</b> _____	I understand but need more practice.
<b>GREEN</b> _____	I understand fully. All is good.
Sticker/individual class system	Reward for doing well in your work.
Ⓥ	Your teacher has discussed your work with you.
Ⓔ	Guided Learning.
ⒺⓖⓅ	Group work-collaborative.
ⓅⓌ	Paired work.
ⒺⓂ	Guided mark.
Ⓢⓐ	Your work has been chosen for Special Assembly.
ⒺⓉ	Headteacher sticker.