



# Sandcross Primary

## Feedback Policy July 2023

Date:	July 2022	
Last reviewed on:	April 2024	
Next review due by:	July 2024 (annual)	
Version:	Date:	Notes:
V 1:0	July 2022	
V 2:0	July 2023	Update on the marking of Home Learning added
V 3:0	April 2024	Added frequency of marking

## Marking and Feedback Policy

This policy should be read in conjunction with the following policies:

- [Learning&TeachingPolicy 2023.docx](#)
- [Assessment policy](#)
- [Sandcross behaviour policy](#)

### Introduction

At Sandcross Primary School, we believe that quality feedback is an essential part of the planning, assessment, teaching and learning process which can have a significant positive impact on learning. We recognise research which shows that when pupils receive effective feedback about their learning, their speed of learning increases. All staff are expected to use the feedback policy as a guide and for them to use their professional judgement to ensure children's learning continues to move forward and their work is valued.

Feedback aims to reduce the gap between where the child is and where he or she is meant to be. We believe that the most effective way of offering feedback to pupils is through dialogue. Effective teachers regularly discuss with their pupils, "This is where you want to be, this is where you are and this is what you can do to close the gap." Feedback is offered in all curriculum areas.

We recognise that different lessons may be taught by different adults and the onus for giving feedback to the child should always be with the person who led the lesson.

### Key Principles

#### **Feedback should be timely**

We recognise that feedback is most powerful when given at the time of learning, as the child is working, or as soon afterwards as possible. At Sandcross, adults use their judgement as professionals in a constructive way when working with young learners to take them forward, offering immediate feedback to pupils while they are working to address misconceptions and/or move them on. Much feedback, including marking, can be completed 'over the shoulder' during lessons.

#### **Feedback should move children on in their learning**

All feedback, including marking, should have an impact on learning, challenging and supporting pupils to make progress. Feedback should:

- highlight achievement/success to be repeated;
- maintain recent progress and address misconceptions by asking the child to revisit areas of learning;
- rectify misunderstandings and ensure accuracy;
- scaffold improvement to move children on (closing the gap prompts);
- offer examples to model good practice;
- provide challenge;
- identify the next steps for learning;
- provide feedback about the process of learning as well as the content.

### **Feedback should be specific**

Feedback should be constructive and offer specific guidance to the learner on how to further improve. It should be focused on the learning and should not be personal. Feedback will generally be related to learning questions/objectives or success criteria, which should be shared and made clear to the pupils in advance, or to a personal target previously agreed between teacher and pupil.

### **Feedback should be responded to**

Feedback is only useful if used effectively by the child. It should encourage a dialogue between teacher and child, involving children in the progress of their learning. Children should be given quality time to think about and respond to feedback, thus reflecting upon and improving their work/learning and engaging in an 'effective dialogue' with their teacher, be this verbally or in writing. This is a skill which children need to be taught. Response time for written comments will generally be given at the start of lessons, allowing children to reflect on their previous learning. Pupils at Sandcross respond to adult feedback using a 'pink perfecting pen'. Teachers will then assess children's responses to feedback and intervene further as required. Staff are encouraged to consider how children are making use of their feedback, thus evaluating its impact.

### **Feedback should build independence**

Feedback should be consistent and stage-appropriate, allowing children to develop their own skills and take increasing responsibility for their learning journey. An effective feedback dialogue will empower pupils, thus improving their understanding of their own learning and progress. The more transparent the teacher makes the feedback process for the pupil, the more independent children can become. As children progress through the school, they take increasing responsibility for monitoring their own progress, guided by their teacher.

Feedback should recognise and build on pupils' self-assessment and peer feedback. Examples of good work should be regularly highlighted and shared within classes and children should be specifically taught to offer and receive high-quality feedback.

The pupils should be encouraged to evaluate their own and others' achievements against the learning question/objective, success criteria, or good model (WAGOLL) – identifying good aspects in line with the success criteria by underlining with their pink pen.

Using visualisers or Jam Board to share work is an ideal way of modelling the feedback process during mid-lesson stops. Pupils may offer feedback in written or verbal form and this may involve 'learning partners'. Children should not add written comments to other children's work but should give verbal advice or write on a 'post-it' note, remembering, "The author holds the pen." Children write in pencil/ blue pen; pink perfecting pens are used to follow on from adult feedback. Year 5 and Year 6, as a way of building independence ahead of secondary school, may well edit their own work before an adult has given them feedback. To show the difference in editing (with and without adult intervention) they will use black pen in their writing to show where they have done their own editing before using a pink pen to show where they have edited post-adult feedback.

## **Feedback should encourage a Growth Mindset**

We recognise the importance of developing a growth mindset in our pupils and will therefore ensure that our feedback encourages this. We are aware of the hidden messages in some praise. For example, if a teacher says, “You learned that so quickly! You’re so clever!” a child hears, “If I don’t do it quickly, I’m not clever!” If a teacher says, “You’re so brilliant, you got them all right without even trying!” a child hears, “I can only be brilliant if I don’t have to try.”

At Sandcross, we recognise that our language tells children what we believe and what we value and we are careful to focus any praise on effort and achievement, not ability. Examples of how we feed back to children may include:

- Let’s look at what you’ve achieved.
- Your skills have really improved. You’ve got much better at .....
- You can use this mistake. Think about why it didn’t work and learn from it.
- You kept going, well done.
- Every time you practise, you’re making the connections in your brain stronger.
- Well done, you chose something tricky – it’s making you think – you’ll grow your brain!
- If you could already do it, you wouldn’t be learning anything.

Whole school positive feedback, including celebration assembly certificates and values ambassador badges, are used to reward effort and progress. Teachers may also use their own reward systems, appropriate to the age/needs of their children to recognise effort/achievement/good learning behaviour, not ability. The SENDCo will liaise with staff regarding ‘Person Centred Outcomes’ feedback.

## **Marking**

Marking constitutes written feedback provided in response to children’s work, with evidence of this feedback being documented in their books. At Sandcross, we prioritise a balanced approach to marking that places equal importance on appreciating the effort put into the work and fostering its development.

In the core subjects, namely English and Maths, regular marking is essential to both acknowledge the children’s efforts and promote their ongoing development. For these subjects, marking should reflect a combination of appreciation and guidance.

Regarding foundation subjects, over the course of each half-term unit, we expect every unit of work to receive an acknowledgement, with at least one piece of work marked for further development.

Marking should be conducted using a green pen and must feature clear and legible written comments. This not only offers children a model of good handwriting and grammar but also serves as a valuable ongoing diagnostic record of their achievements, which informs our future planning. Marking can take place in collaboration with the children, allowing their verbal feedback to be documented in written form, which can either be summarised by the child or undertaken

independently. Importantly, marking should be timely, regular and actionable, always geared towards benefitting and enhancing the children's learning experiences.

Additionally, marking plays a crucial role in informing children of their progress, motivating them to strive for improvement, and bridging any gaps in their understanding. Furthermore, it also serves as a means of recognising achievements, presentation skills and overall effort, reinforcing to our pupils that we deeply value their contributions and hard work.

There should be a response to feedback which gives children opportunities to edit, respond and grow based on their feedback.

Work should show a progression of skill and this is referenced in their marking.

We recommend the following symbols be used, but teachers can use professional judgement to use the best way that supports the children in their class.

✓ or ✓✓ to highlight success to be repeated.



to show closing the gap prompts. Children should be encouraged to 'tick' the box when they have completed the task set. Teachers should then check responses.



Or



placed around work to draw attention to areas needing improvement, or as a space to add further learning.

**VF** Verbal Feedback was given.

A keyword or phrase helps the pupil and teacher to remember the content of the discussion.

Once verbal feedback is given. Pink pen is then used by the child to show the impact

**Sp** or rayzon (KS1)


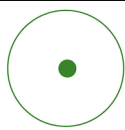

Spelling mistakes (usually 3-5) should be marked (the level of identification will decrease in Years 4-) if the child is required to learn or correct them. Words that will be regularly used should be added to the personalised spelling list (bookmark) and actioned in accordance with our English Policy.

**S or I**

These symbols can be used to identify whether work was supported or done independently. This can be done 'over the shoulder' and is important for supporting assessment judgements and for moderation.

We recognise that over-marking work can overwhelm and demoralise a pupil. Any corrections made should be supportive of the child's learning. The ability of the individual pupil and the effort

that they have put into a piece of work will always need to be taken into account when marking. We do not mark for presentation alone; presentation comments can be in addition to the marking and can consist of “Discussed presentation” or brief reminders such as ‘Date?’ or ‘Ruler?’ In children’s books, there will be the following guide so they can understand the symbols:

CL	Capital letters
Sp	Check spelling
P	Check punctuation . ! ? , “ ”
?	Read for sense
O->	Point for action
R & E	Read and edit (Usually KS2 Only)
VF	Talk to me / verbal feedback
FSp	Finger Spaces (Usually KS1 Only)
-----	Wiggly line to highlight an error
I	Shows that a children have completed the work independently
S	Child is supported
	Finger spaces
	Full stop
	Capital letter
HIGHLIGHTER	This can be used at the discretion of the class teacher and in collaboration with the leader for the year group. It could be highlighting the achievement of the success criteria / spelling errors / drawing children attention to an area to edit

### ‘pink perfecting pen’

- Purpose of Pink Pen: Students are encouraged to use a pink pen in most lessons to facilitate a thorough review of their learning.
- Uses of Pink Pen:
  - **Instant Feedback:** Marking work to provide immediate feedback.
  - **Self-Evaluation:** Allowing children to reflect on their learning outcomes and areas for improvement.
  - **Editing Work:** Enhancing their work by making corrections or improvements.
  - **Correcting Errors:** Re-attempting questions identified as incorrect by either the teacher or the student.

### **Presentation**

Maintaining neatness in their work is especially important in subjects like Maths where precision is key (e.g., one number per square in maths books).

It's important for children to keep their books well-organised, with each page clearly dated and the learning question/objective/success criteria displayed.

### **Feedback from Home Learning**

We value the interest that parents take in their children's learning and recognise that they will value feedback. We therefore endeavour to provide this on a regular basis. With regard to any larger projects, we realise that many children are likely to have put a significant amount of time and effort into completing these home tasks and will therefore, at the very least, acknowledge this so that children feel the task is valued and worthwhile. Children will be given the chance to present/share, discuss or evaluate their home tasks in an appropriate way. On applications such as Century, Times Tables Rockstars, Purple Mash, Renaissance Reader, and Star Reader, children will receive immediate feedback from the application. This is monitored and checked regularly by the teacher in order to ensure that the next steps are personalised for the individual child, whether in terms of school lessons or as home learning. All home learning must be acknowledged by the teacher so that parents can see that it has been reviewed.

### **Monitoring and Review**

The Senior Leadership Team and subject leaders will monitor the implementation of this policy to ensure that these guidelines are being used consistently throughout the school. Monitoring will include learning walks, lesson observations, work scrutiny and discussions with staff and pupils. Personalised feedback will be offered to staff for their Maths and English written feedback and training will be given as per needs identified. In order to ensure a consistent approach, marking will form part of our staff induction procedures.

This policy will be reviewed at least every three years by the Headteacher. Any alterations that come from this review will be ratified by the teaching staff and the Local Governing Body.