



Upper Beeding Primary School

Feedback Policy

September 2021

Aims and Objectives

- To encourage pupils to raise their achievement and to develop their self esteem by giving feedback that is principally positive in nature.
- To make pupils aware of the next steps in their learning
- To celebrate success
- To ensure consistency of practice
- To assess and identify misconceptions and specific areas of learning where children need help which can then inform our planning.
- To ensure there is a learning dialogue to further their individual progress and development

What is meant by Feedback?

After a whole staff discussion it was agreed by all the following definition of feedback:

"Feedback is any response to a child's work that has the aim to develop their learning and celebrate success."

What types of "feedback" are there?

- Verbal feedback
- Peer feedback
- Self assessment
- Written feedback

Feedback on the children's work is essential; it can be given during a piece of writing or after completion; it can be given to individuals, groups of children or to a whole class and **should be given as soon as possible**; and where appropriate it must be linked to pupil learning intentions and targets specific to the particular task given.

Verbal Feedback

It is recognised that effective teaching and learning involves class, group and individual verbal feedback throughout each lesson and that this is vital. It is also the most effective when it occurs during or as soon as possible after a piece of work is completed. **Consequently, verbal feedback is a vital and valuable tool.**

Verbal feedback on the children's work should be:

- As immediate as possible
- Celebrating success
- Motivating
- Specific, differentiated, focussed and constructive
- Encouraging self analysis
- A two way process

- Appropriate to children's needs and developmental stage
- Encouraging children to build on their own learning

Peer Feedback

Pupils will be encouraged to be aware of how well they are doing in their work through peer assessment tools and models. We recognise that assessment of work is a skill which pupils will need to be taught and this will need to be modelled by the teacher using examples of work with the whole class.

Peer feedback should be:

- Beneficial to all parties involved
- Motivating, positive and constructive
- Developing and extending the learning process
- Clear and have a specific focus
- Modelled so vocabulary and expectation links to learning

An example that could be used is "A star and a wish". This is when a child evaluates another pupil's work through commenting on two things that are good and one suggestion about what could be improved. This model may vary according to the age of the pupils but the emphasis should be on the positive. E.g. I like.... Next time try....

In KS2 green pen will be used for peer feedback.

Self Assessment

Pupils will also be encouraged to be aware of how well they are doing in their work through self assessment tools and models. For example:

- Traffic Light Coding - Green = understood
Orange = understood fairly well but would like more practice
Red = need further work and/or support to understand this
- Thumbs Up - Thumbs up = understood
Thumbs horizontal = understood fairly well but would like more practice
Thumbs down = need further work and/or support to understand this
- Faces - Smiley face = understood
Straight face = understood fairly well but would like more practice
Sad face = need further work and/or support to understand this

We recognise that self assessment:

- Improves self esteem
- Needs to be taught / modelled
- Needs teacher acknowledgement
- Needs time allowed for it
- Sets high expectations

In KS2 blue pen will be used for self-editing.

End of term assessment

At the end of the Autumn and Spring term pupils, teachers and parents review and comment on all their work from the term. Pupils comment on what they have enjoyed about the work, where they feel they have improved and what they have learnt. Teachers also comment on the work and peer review takes place. The topic book and the review go home to parents/carers for their comments. This is then kept at school for two further terms as a record of achievement.

Written Feedback

We recognise that written feedback celebrates success and also reinforces and reminds pupils of areas for development and targets. It supports verbal feedback as well as allowing the teacher to make judgements on learning, which will then be reflected in short and medium term planning.

As a staff we agreed that:

- The work should be marked with regard to the learning objective
- Comments should be focussed on specific achievements and areas for development
- This needs to be manageable and productive
- Comments may reflect children's personal targets
- Time is built into lessons to ensure effective response or action to feedback. To acknowledge that they have understood, KS1 will write their name and KS2 will initial.
- If the colour coding by the child and teacher are significantly different a comment could be added

See Appendix for examples of possible marking comments.

Focussed Marking – on some written work the teacher may focus marking on a particular aspect of the pupil's work e.g. punctuation, and therefore will not correct every other type of error. The focus will be indicated by the title where appropriate, which reflects the learning intention.

Marking of Written Work

Pupils' work will be marked following the marking codes appropriate to the age of the child. See Appendix for Marking Code. The marking code has been developed by the whole staff and can be seen in every classroom.

Pupils should be introduced to and be familiar with the coding and, when appropriate, should be encouraged to use it themselves when involved in self-correcting their work.

Layout of Written Work

All written work should have a date and a title linked to the Learning Intention. In Foundation/early KS1 and if needed developmentally this may be written by an adult or on a sticker but by the end of Y2 most pupils will be expected to write the full date in words (in numbers for maths only) and to underline the title with a ruler for written work. It is also expected that by the end of Y2 most pupils will be able to use a line guide.

We aim for all pupils to be writing in black pen by the end of LKS2. We encourage the use of handwriting pens (not biro's). The only exception is Maths where all work is done in pencil.

Marking of Maths

We recognise that feedback in maths is very important and that it takes place in every Maths lesson as it enables the pupils and teachers to know the areas that still need developing and to celebrate the achievements.

Pupils' work will be marked using a variety of the following strategies appropriate to the age of the child:

Ticks = to indicate correct (this could be done either by teacher or pupil)

• = check again

X = incorrect work. Strings of crosses are avoided and the pupil's misconceptions will be addressed as soon as possible

? = marker doesn't understand

When appropriate written comments to celebrate and/or challenge children's learning.

Layout of Written Maths Key Stage 2

- Short date and LO should be written and underlined with a ruler
- Title of piece of work should be the learning intention for the lesson. The wording should be appropriate to the ability of the child, eg key words used instead of whole sentence
- All work to be done in pencil
- Question numbers are set apart from number work
- All children will work in square papered maths books

Layout of Written Maths Key Stage 1

- L.O and date are represented on a sticker
- A new page is started for each piece of work
- Where appropriate children should write short date
- All work to be done in pencil
- A title will be written by the end of KS1

Pupils Response to Feedback and Marking

As a staff we recognise that pupils need time to reflect on feedback that they have been given as well as opportunities to respond to that feedback. Therefore, appropriate time will be given to this.

Other letters to support recognition of feedback for all marking:

V – verbal

I – independent work

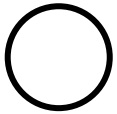






S – supported

S.I – Self-Initiated (KS1)

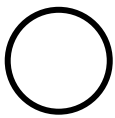








Reviewed, Adopted and Ratified by:

Staff	September 2021
Governing Body	FGB October 2019
Date for Review	September 2023

UBPS MARKING CODE – KS2

	WRONG CASE
 or sp	SPELLING MISTAKE
p	MISSING OR INCORRECT PUNCTUATION
	MISSING WORD OR LETTER
//	NEW PARAGRAPH
*	ADD MORE HERE
~	IMPROVE SENTENCE / WORD
A neat line through a mistake	A MISTAKE
A or 	A Response or Action needed
	Verbal Feedback
	Independent Work
	Supported Work

UBPS MARKING CODE – KS1

	CAPITAL LETTER
	SPELLING MISTAKE
	MISSING WORD OR LETTER
	LOOK AND RESPOND
	Verbal Feedback
	Independent Work
	Supported Work
	Self-Initiated
	Colour code your work!