



# Feedback Policy

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## Key Document Details

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**Version no:** 3  
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**Ratified date:** 13 October 2022  
**Interim review date:** n/a  
**Next review date:** 1 September 2023

## Aim

*The primary purpose of marking written work is to assess the depth of learning that has taken place and to identify misconceptions to inform future teaching. The audience for the marking is the pupils.*

**Live feedback** is encouraged. By this we mean that while pupils are working teachers and TAs will identify how children are coping with their learning and give feedback on their work through the use of annotations and discussion. Verbal feedback may be individual, group based, or to the whole class. In all instances, staff should feel empowered to identify and adjust techniques and approaches depending on which will have the most effective impact on learning and progress for each piece of work set.

## Principles

Feedback should:

- Provide **meaningful** feedback to the pupil;
- Highlight areas for development / improvement / correction thereby enabling the pupil to identify clear 'next steps' providing **motivation** for learning;
- Inform future planning of lessons;
- Enable the teacher to record progress related to learning objectives;
- Be **manageable** for both the child and the teacher
- Be relevant – sometimes marking is not necessary.

## Our Approach

- We have agreed that teachers and teaching assistants will mark the work in black ink.
- Pupils will edit and mark their work using a green pen.
- Teachers and teaching assistants should record the level of support given to the pupil by using the symbol 'S' and where appropriate a brief annotation of the support given.
- Time should be allocated for pupils to respond to feedback when deemed appropriate by the teacher.
- Verbal feedback does not need to be recorded in written form but 'VF' should be used to show that it has been given.

## Editing

For some written outcomes, teachers may identify a section of text that is not of the same standard as the rest of the piece. A pink box will be drawn around this so that pupils can clearly identify it. Pupils may edit the writing in the box if space allows, if not they should rewrite the section with all amendments in green pen using the missed every other line or a slip of paper which can then be inserted as a flap.

## Marking Annotations EYFS

High quality observations are recorded in Class Dojo Portfolio:






- Term/title of observation (link it to an Area of Learning/Characteristic of Effective Learning) /Date
- What you have seen as part of child initiated learning – it needs to capture what is important.
- Pupil's voice (where possible) using the exact language spoken by the pupil.

Green highlight	Green highlight	When LO is achieved and examples shown in work
●	Green dot	When LO has been attempted, but not achieved.
I	Independent	A pupil who is working with the teacher or TA completes the work without any help from the adult.
S	Support provided	When working with an adult and in need of support to complete task.
Child initiated learning will be kept in their Class Dojo journal.		

### Marking Annotations KS1

Green highlight	Green highlight	When LO is achieved and examples shown in work
●	Green dot	When LO has been attempted, but not achieved.
Blue highlight	Blue highlight	When Greater Depth is shown in work
Pink highlight	Pink highlight	Shows work to be edited
✓	Tick	Correct
•	dot	Incorrect / think again/check your work
○	Circle	Missing or incorrect capital letter/letter reversals. Incorrect choice of phoneme (at an appropriate phase) - use grow the code chart to try again.
↑	Arrow	Missing word and punctuation.
_____	Line	Underline incorrect spelling of common exception words relevant to the pupil's ability. Every book must show our high expectation of the Every Time I Write skills.

## Marking Annotations KS2

	Green highlight	When LO is achieved and examples shown in work.
	Green dot	When LO has been attempted, but not achieved.
	Blue highlight	When Greater Depth is shown in work.
	Blue dot	When a deepen it task has been partially completed in Maths.
	Pink highlight	Shows work to be edited or corrected in all subjects.
✓	Tick	Correct
•	dot	Incorrect / think again/ check your work
↑	Arrow	Missing word and punctuation
o/_____	Circle/underline	Incorrect spelling, grammar and punctuation relevant to the pupil's ability. Circle an incorrect phoneme choice, underline a CEW. Every book must show our high expectation of the Every Time I Write skills.

### Intervention/Keep up work in books

This will be identified with the letters INT.

### Self-review

Sometimes Pupils will mark their own work using their green pens. Pupils are encouraged to self-assess their learning and will use a yellow highlighter to indicate when a particular bit of writing shows the learning objective has been met.

### Peer feedback

It can be helpful for pupils to assess the work of others in the class. Feedback may be verbal or written (in green ink). Dialogue about learning is an important skill that we seek to develop throughout school. It is helpful if the child-reviewer initials any comments.

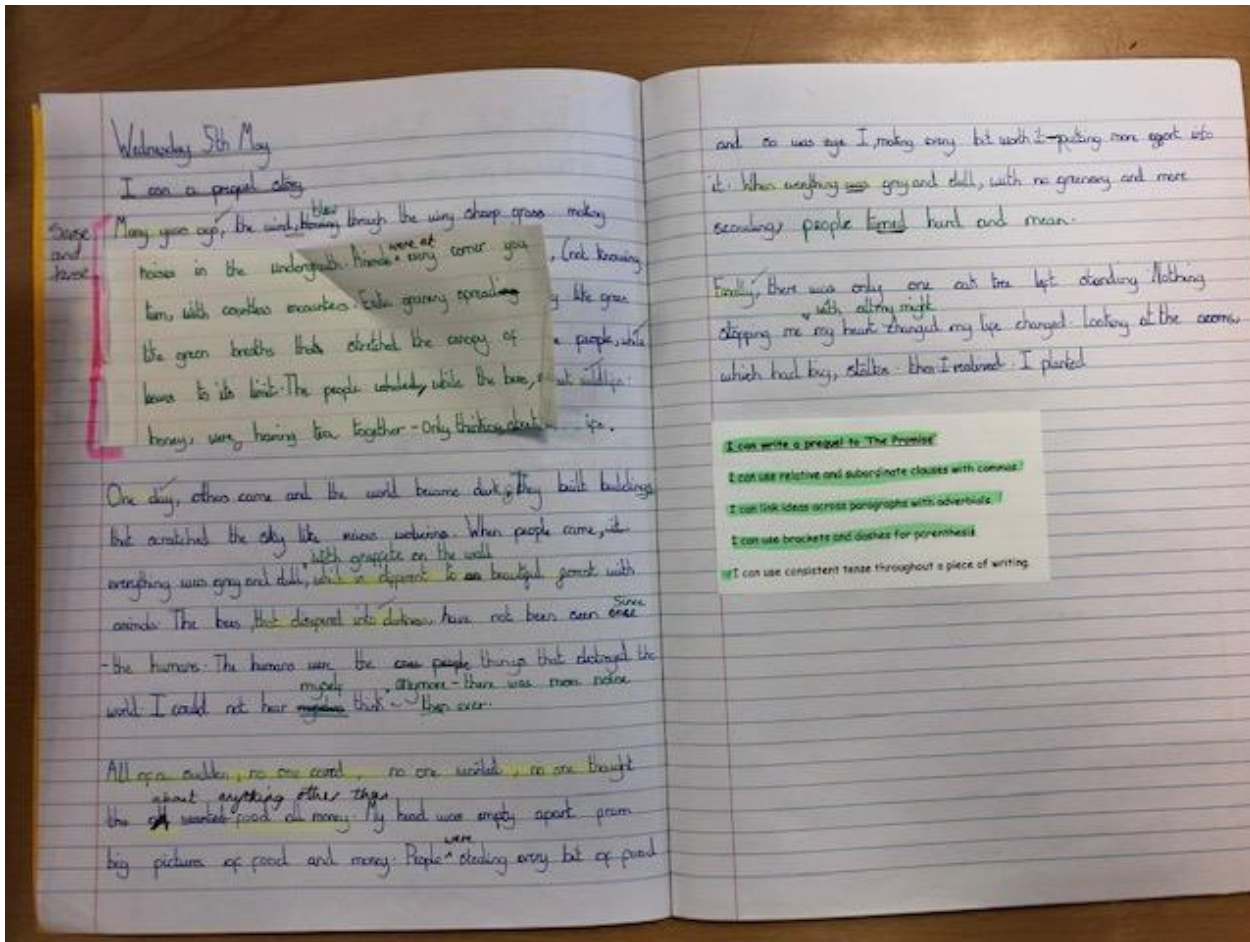
### Assessment and data

Marking can be used to contribute towards summative assessment and accountability data however teachers should remember that the audience for the marking is the pupil.

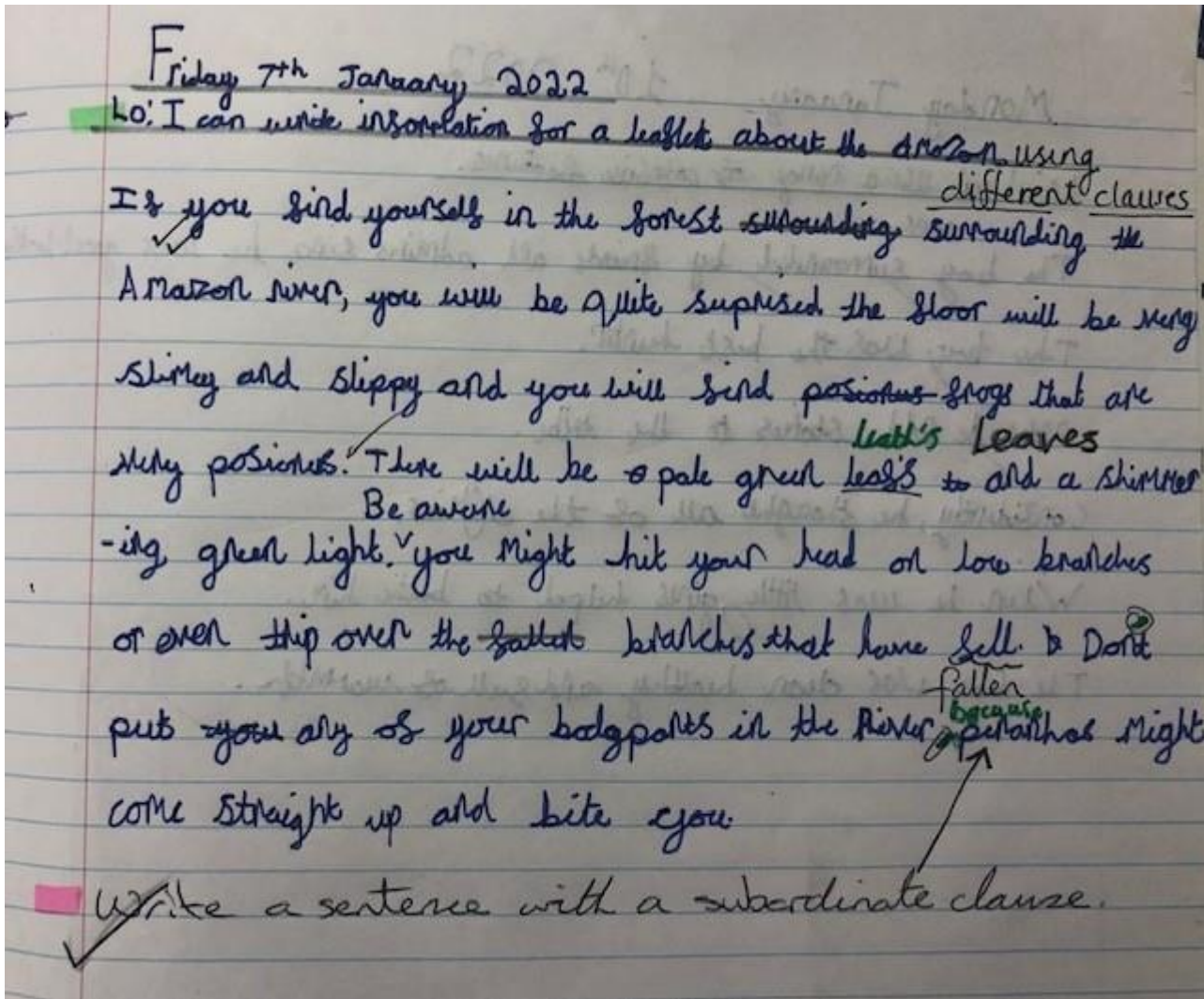
## Marking specific to writing books

### -What marking of writing looks like after an end of unit write

- ▶ After an end of unit write, each child should stick in a small sheet with the four writing objectives written ready for teachers to highlight or dot after the edit and revise lesson. This assessment of writing is crucial as it informs us as to whether or not a child is on track for meeting ARE.
- ▶ Use a pink highlighter to indicate a writing objective needing some revision or a passage to rewrite on an edit slip. A dot on the 4 objectives sheet will inform this job for the child.



### -What it looks like after a skills/short burst write



-What happens next if an objective is dotted not highlighted in daily writing tasks and skills/short burst writes

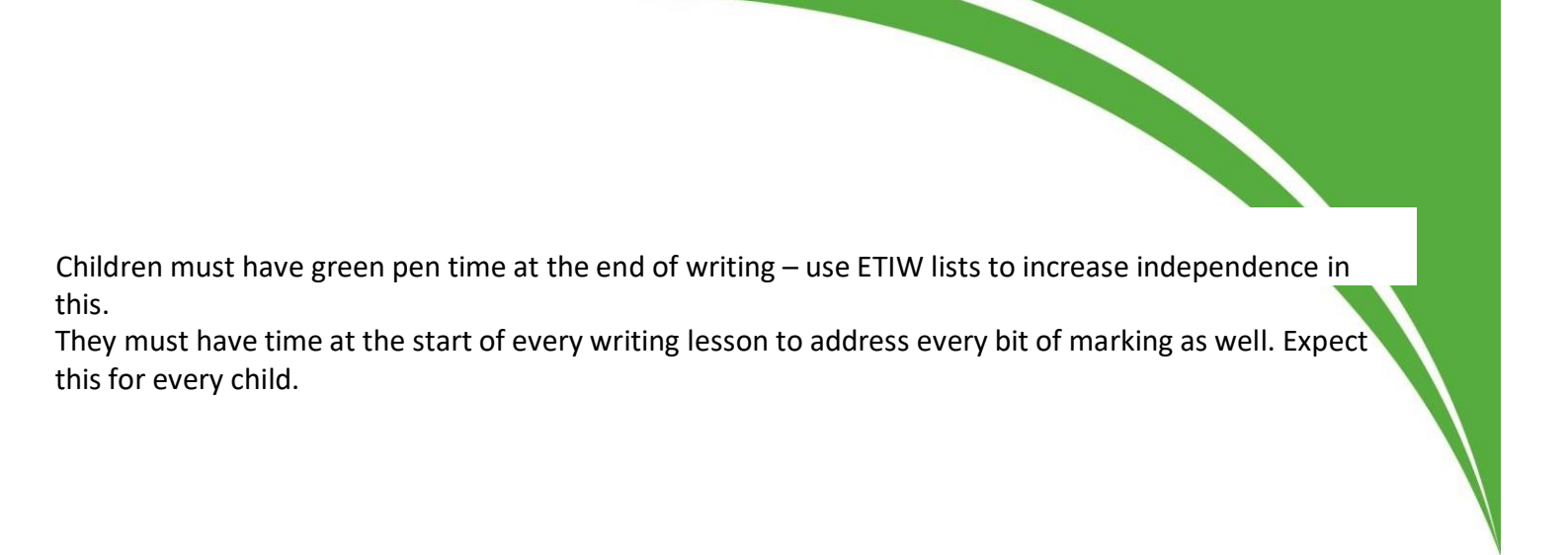
Marking and planning must show *if* your expectations are different for these children e.g. SEN/lowest 20%. They may also have a slightly different objective – see exemplar planning from Hannah P.

If it is another child, then you need to indicate a job (ability specific) for the child to do – extra practice, TA intervention etc. Expect this job to be completed asap. In year 1 for example, a whole class intervention or additional activity may need to be planned if children are unable to read and complete a job independently.

-Specific writing objectives for children who are WB, and perhaps for WT too

The box at an end of unit write will look different for these children with objectives specific to them – taken from a previous year group or their specific SEN targets.

-Expectations of children before and after marking in writing lessons - green pens



Children must have green pen time at the end of writing – use ETIW lists to increase independence in this.

They must have time at the start of every writing lesson to address every bit of marking as well. Expect this for every child.