



## SHAW RIDGE PRIMARY SCHOOL FEEDBACK AND MARKING POLICY

### What is Feedback?

**We acknowledge that feedback comes in a variety of forms and should be a regular and robust part of every lesson. Feedback, as an integral part of the learning process, must be precisely positioned and delivered regularly in each aspect of the lesson. All feedback should have a positive tone. It should be specific, clear, appropriate in its purpose, and productive in its outcomes. The best feedback, whether written or verbal, will give pupils a clear sense of how they can improve, with pupils responding and making progress as a result.**

### Aims of Feedback

- To help pupils make progress
- To provide strategies for pupils to improve
- To give pupils dedicated time to reflect upon their learning and put effort in to make improvements
- To inform planning and structure the next phase of learning
- To facilitate effective and realistic target setting for pupils and/or the teacher
- To encourage a dialogue to develop between pupil and teacher
- To encourage pupils to have a sense of pride in their work
- To encourage pupils to perfect presentation
- To correct mistakes and address misconceptions across the curriculum

### Principles of Feedback

- Feedback should be timely and respond to the need of the individual learner so that they can actively engage with the feedback
- A dialogue should be created: between the teacher and pupil, between the pupils at large, or between the pupil and themselves.
- It is essential to allow time for pupils to engage with feedback and enact that which they feel is relevant and important to moving their learning forward.
- Feedback may take the form of written, verbal, peer feedback or self-reflection although the majority will be teacher led.

### In the Moment Verbal Feedback

It is important to ensure that pupils get more timely feedback and opportunities to use it while the attempt and effects are still fresh in their minds. Therefore, where possible adults in class will provide pupils within the moment feedback. This is generally verbal and may be delivered to an individual or group of children. A VF will be used to indicate this has been given and jottings/examples may also be evident to demonstrate what the feedback was. This will enable pupils to look back and reflect on this feedback. Work they then complete as a result of this feedback should be completed in green pen or pencil.

Verbal feedback may or may not be planned for but will be based on acute and strategic assessment for learning. It has immediacy and relevance as it leads to direct pupil action. The impact of verbal feedback should be visible in the pupil's work moving forward.



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### Written Feedback

Written feedback will be provided in all books across the curriculum. However, detailed written feedback will only be evident in English and maths books. Teacher's written feedback will be in blue pen using the following codes:

Spallin - Errors in spelling will be indicated with an sp written either in the margin or under a specific word. Spelling errors may also be underlined where appropriate. The number of spellings a child will be expected to self-mark will be determined by the teacher taking into account the needs and ability of the child. Correct spellings may be written by the teacher in the margin or next to the word.

v v v v v Where sentences do not make sense or are illegible, a zigzag will demarcate that sentence.



A punctuation error including a capitalisation error will be circled.

^ If a word has been omitted, an arrow head will indicate where the word is missing.

// - A double line will indicate where a new paragraph is needed. NP may also be indicated.

Written feedback in English books will regularly include something a child has done well and a next step to indicate what the child can improve on using teacher's professional judgement. The next step may also focus on an element of mastery in English or maths.

In maths books, mistakes are indicated with a dot whilst correct answers are ticked. Next steps should be used to challenge or address misconceptions.

Children will be encouraged to respond to marking using green pen or pencil.

Written feedback in curriculum areas including science will be based on teacher's professional judgement and may be less detailed but will address misconceptions as well as spelling, punctuation and presentation errors. A one, two or three tick system will indicate how well the children have met a learning question.

### Editing

This should be seen as an essential part of the feedback process as it reflects actions taken as a result of feedback. This demonstrates the impact of feedback. Editing should be undertaken in green pen and is generally introduced from Y2 onwards.



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### Peer Feedback

This is shown by research to be one of the most effective modes of feedback. Effective peer feedback is rigorously structured and modelled by the teacher.

Pupils need to be well trained over time to effectively peer assess one another. This process will be led by all teachers.

### Self-Reflection

As with peer feedback, pupils need an explicit and clear structure to identify their learning needs.

Teachers should both help uncover and share the elements of success in learning where appropriate.

Where children have self-reflected or received peer feedback, this will be closely monitored by the class teacher to ensure accuracy and a maintenance of high standards.

### Support and Development

We are all ultimately responsible for the highest standards of work from ourselves and our children.

We, that is teaching assistants, teachers and senior leaders, share in the expectation and responsibility that all pupils will progress in their learning. This may involve continued professional training, informal teacher-initiated conversations or more formal approaches.

A range of evidence will be triangulated in partnership between teachers and senior leaders when looking at the quality and impact of feedback at Shaw Ridge. This could include conversation with pupils and staff, work celebrations, internal exemplification & moderations, lesson study conclusions, etc.

Review Date – March 2027