

**HOLBROOK PRIMARY SCHOOL**  
**Feedback to Pupils Policy**

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**Prepared by:** SLT

**1. AIMS**

- 1.1 This policy sits alongside our policies of assessment for learning, assessing pupil progress and reporting to parents
- 1.2 This policy identifies a whole school approach to marking pupils work and feeding back information to pupils about their progress. It reflects practice and is age appropriate
- 1.3 The policy has taken into account the views of staff and children.
- 1.4 **Through this policy it is expected that pupils will read and respond to comments and therefore be better informed about their next steps in learning.**
- 1.5 For teachers, marking pupils' work will be purposeful and manageable
- 1.6 For pupils, marking will take on a positive, rather than negative form.

**2. PURPOSE OF GIVING PUPILS FEEDBACK**

- 2.1 To correct common errors – including spelling, grammar and punctuation.
- 2.2 To provide a dialogue between teacher and pupil which comments on strengths, weaknesses and next steps. Children to be encouraged to engage in conversational marking
- 2.3 To give suggestions for improvement against learning objectives and personal targets.
- 2.4 To praise both effort and achievement
- 2.5 To help children understand the standard they need to reach in relation to levels within National Curriculum **in reading, writing and maths (usually achieved through conferencing with older children).**
- 2.6 To comment on presentation, attitudes to learning
- 2.7 To comment on pupils' self-assessment and the application of previously learned skills
- 2.8 To help pupils attain their personal targets and celebrate their achievement and success.

**3. IMPLEMENTATION**

- 3.1 We provide feedback to pupils in the following ways. (This list is not exhaustive)
  - Verbal feedback
  - Displays – boosting self esteem, denoting quality or improved work
  - Self and peer assessment
  - Group feedback
  - Self marking by the pupil for closed exercises (ticks and crosses)
  - Written feedback – detailed comments
  - Written feedback – shorthand comments or stamps.
  - Thumbs up/down or traffic lights– to check understanding during or at end of a lesson
  - Test marking – where you are looking for the application of a number of skills and marking against a number of criteria
  - Conferencing – usually older pupils
- 3.2 Feedback may happen at any part of the lesson – not just the end. Interim feedback is particularly useful; to check children's understanding and to prevent them making continuous errors.
- 3.3 Feedback must be purposeful — it is about informing the child of success and next steps and to move the learning on quickly. Just because you have written a long detailed

comment will not of itself constitute good marking, unless there is evidence that the child has acted upon it in next and subsequent lessons.

- 3.4 Feedback should relate to the learning intention of the lesson, be evaluative (this is good because...) and provide next steps or now show me (application).
- 3.5 Feedback may be verbal or written and should be given as soon as possible after the lesson. Immediate feedback is the most effective and is therefore likely to be verbal.
- 3.6 Written feedback must be:
  - Legible in exemplary handwriting style (age appropriate) and clear in meaning
  - Developmental
- 3.7 Teachers must build in time to lessons so that children read comments and make improvements, either changing some elements of the marked work or transferring the improvement suggestions to the next piece of work. Either way, children must show evidence of having internalised and responded to the feedback comments, otherwise there is no point in teachers spending time marking work.
- 3.8 Where there has been a misconception common to a significant number of pupils, this should be addressed as a whole class/group issue at the beginning of the next lesson. Where there are specific problems, these should be addressed as part of group teaching and again time must be allocated for this. Groups will need to be fluid and ad hoc in order to respond to pupils' needs.

#### **4. FEEDBACK TO CELEBRATE ACHIEVEMENT**

- 4.1 High self-esteem is essential for successful learning, it is important that feedback allows children to recognise and celebrate their achievements.
- 4.2 Children should see learning as a continuum and believe that they can achieve the next steps and over time these steps will build to help them achieve future goals.
- 4.3 Achievements should be celebrated in a way appropriate to the child – for many this may be privately.
- 4.4 We will give external rewards, such as stickers, certificates in recognition of achievement but this will not be the motivating force – that should be the pride and high self esteem that comes from achievement.

## 5. AGREED MARKING CODES

Code	Meaning
Stamps: This is Good Because... Or	An evaluative comment which is positive and identifies the best features of the work. Peer Marking, self-review and marking against success criteria are alternative ways of providing effective feedback. Teachers should use their professional judgement to ensure that there is a balance between the different types of feedback to best move the learning on. The use of developmental marking should be balanced across all subjects including Foundation Subjects.
Learning Objective Achieved	This stamp can be used as appropriate where developmental marking is not necessary. This can also be used with the Next Step stamp.
Next Step...	This identifies the next step children should take to improve their learning. Show me marking is also effective. A mixture of show me and next steps should be used. Children should be responding to feedback with green pencil and the teacher should ensure this has been completed accurately.  Pre-printed next steps that are differentiated can be used in books where this is appropriate.
TA Handwriting	Support given by TA. Brief comment in pink. During the lesson teachers observe formation of joins and initial books to indicate feedback.
HLTA marking	HLTAs should be marking in line with the agreed policy. Class teachers should monitor and time may be given for the HLTA to mark.
<b>IND</b>	Independent
ST	Supply teacher – you may wish to use this to denote unmarked or inappropriately marked work. We expect supply staff to mark in accordance with school policy but this does not always happen.
GG	Guided Group – children have worked with the teacher, received verbal feedback through the lesson and there is no need for additional marking.