

## Welford on Avon Primary School

### Effective Feedback Policy

#### What is the purpose of the policy?

The purpose of this policy is to make explicit how teachers provide feedback to pupil's work. It should ensure consistent standards of feedback throughout the school. It should improve the quality of the children's learning experiences. All members of staff are expected to be familiar with the policy.

Effective feedback has **three purposes** and should:

1. Help pupils to understand what they have done well.
2. Help pupils to understand how to improve through constructive feedback.
3. Help pupils make visible signs of improvement as a result of marking and feedback.

Effective Feedback is only effective if it is

**Motivational**  
**Manageable**  
**Measurable**

At Welford it is recognised that feedback is most effective at the point of learning when **advice** about improvements and misconceptions can be given directly to the pupils. Marking can only be effective if kept up to date. All feedback, marking and fix it must be completed before the next lesson in that subject begins.

#### What are the principles that guide the school's approach to marking and giving feedback?

Feedback should:

- provide constructive feedback to pupils, relating to the learning intention, curricular targets and success criteria from the National Curriculum.
- give recognition and praise as well as reasons for achievement so pupils build an understanding of what they have done well.
- provide clear advice and strategies for improvement and next learning steps using an appropriate prompt; example, steps, reminder or challenge.
- show pupils that their work is valued and purposeful.
- be seen by the pupil as a positive and purposeful approach to improving their learning.
- involve all adults working with pupils in the classroom.
- take place during the lesson, alongside the pupil whenever possible, or at the earliest opportunity, particularly if the next lesson builds on what has been taught earlier.
- be followed up with specific time (Fix It time) for pupils to read and respond to comments and questions; making improvements to their work when needed.
- respond to individual learning needs: e.g. marking one-to-one or verbally where appropriate.
- inform future planning and target setting.
- use consistent symbols across the school.

### **How do we mark pupil's work?**

Pupil's work needs to be marked in green pen to show achievement and pink to show points for improvement. Green for great and pink for think.

The three purposes of marking should be evident in all books throughout the school. The approach to marking and feedback may differ dependent on age and ability, where appropriate, however in all marking the three purposes should be developed.

The school makes use of three forms of marking and feedback:

#### **Verbal feedback**

Welford on Avon Primary School recognises the importance of pupils receiving regular oral feedback. The adult will initially talk to the pupil about how they have met the learning intention and their success criteria and then question the pupil about a specific part of the work. This may be to correct a pupil's misunderstanding or to extend the pupil's learning. Where verbal feedback is given, 'key word marking' must be evident to allow both adults and pupils to take note of the points discussed to allow work to be checked for visible signs of improvement. Pupils of all ages need verbal feedback from time to time, but this is particularly important in the early years and KS1 where they may be unable to read a written comment.

#### **Written marking and feedback**

##### **Formative feedback and marking**

Work will be marked in relation to the National Curriculum targets and other relevant guidance, with information detailing the next steps for learning. Work will be marked alongside the pupil whenever the opportunity allows. In FS/KS1 this may be only during a guided group session.

**All extended writing, science investigations, one piece of Mathematics and at least one foundation subject piece will be marked with 'Green for great and pink for think' comments. All other work will be marked using the three-tick system.**

##### **Summative feedback and marking**

This usually consists of ticks and crosses and is associated with closed tasks or exercises. This can also be marked by the pupil, as a class or in groups, with appropriate guidance.

### **The marking of writing:**

Mark with either a single, double or triple tick to show progress toward the specific learning intention; see attached Marking Symbols.

Include: **I** for independent work or **S** for supported work.

Write a brief comment (in green) at the end of the piece of work to explain what the pupil has achieved and how they have made progress. Comments should be related to the agreed success criteria.

Use an asterisk (in pink) to highlight how an improvement could be made. For example;

1. **As an example:** 'Put this sentence into your story here \* to improve the description of the setting.'
2. **As steps:** 'First go and check you have included a sentence about the setting. Then see if you can add more detail about what you can see.'
3. **As a reminder:** 'What should you include in the setting of your story?' 'Can you think about this and add more?'
4. **As a challenge:** 'Now can you tell me more about the atmosphere in the forest?'

Identify (by underlining) and correct (at the end of the piece of work) up to three spellings that you feel should have been spelt correctly. The pupil should write out correct spelling alongside. Spelling errors of words that should have been spelt correctly should also be highlighted and fixed at the point of learning.

Fix It time provides opportunities for pupils to reflect on marking and feedback and make improvements to their work. **Children should make their changes in red pen.**

Fix it time should be built into the class timetable and overseen by the class teacher.

### **The marking of maths:**

Mark with either a single, double or triple tick to show progress toward the specific learning intention; see attached Marking Symbols.

Write a brief comment (in green) at the end of the piece of work to explain what the pupil has achieved and how they have made progress. Comments should be related to the agreed success criteria.

As appropriate, use an asterisk (in pink) to highlight how an improvement could be made. For example;

1. **As a worked example** (always completed verbally):  
 $48+64 = (40+60) + (8+4) = 100 + 12 = 112.$
2. **As steps:** 'First check you have set out your calculation out in columns. Then check if you have carried to the correct column.'
3. **As a reminder:** 'How should you show that you have borrowed from the previous column?'
4. **As a challenge:** 'Now can you show me how to add/subtract decimals with differing decimal places?'

Fix It time provides opportunities for pupils to reflect on marking and feedback and make improvements to their work. Fix it time should be built into the class timetable and overseen by the class teacher

### **The marking of other work:**

Mark with either a single, double or triple tick to show progress toward the specific learning intention; see attached Marking Symbols.

Write a brief comment (in green) at the end of the piece of work to explain what the pupil has achieved and how they have made progress. Comments should be related to the agreed success criteria.

Where appropriate, use an asterisk (in pink) to highlight how an improvement could be made. This can be done in the same four ways:

1. As an example.
2. As steps.
3. As a reminder.
4. As a challenge.

Make a note of common mistakes or misconceptions and provide oral feedback preferable during the lesson but most definitely at the start of the next lesson as well as time for pupils to reflect on the marking and feedback given previously, making improvements to their work where necessary.

### **Self marking**

In KS2 pupils will annotate the work with a written comment, identifying features that they are pleased with and something that could be improved next time, using the success criteria as a guide. In Year 2 pupils will identify one feature they are pleased with, plus the one area to improve. In Foundation Stage and Year 1, pupils use simple self assessment sheets.

Teachers provide specific success criteria check lists for children to mark against. Where ever possible involve children in the process of deciding which success criteria are relevant. Pupils use the success criteria to assess their work, either as they work or when they have completed a piece of work.

During Fix It time provide opportunities for pupils to reflect on the marking and feedback given and make improvements to their work.

### **Peer marking**

We provide opportunities for pupils to participate in peer assessment. The following points are important:

1. Pupils need to be trained to do this through modelling with the whole class, watching peer marking in action and teacher modelled marking.
2. Pupils use the success criteria to help structure peer marking.
3. Ground rules should be decided as a class and adhered to.
4. The pupil should follow the same procedures when marking another pupil's work as they do when marking their own (see details above).
5. Encourage a dialogue between the pupils rather than one pupil being the 'teacher'.

**How will this policy be monitored and evaluated?**

Frequent work scrutiny and discussions with pupils will be undertaken by the Senior Leadership Team and Subject Leaders to ensure the marking and feedback throughout the school is of a consistently high quality and achieves the three purposes set out in this policy. Feedback and support is then provided to staff.

This policy will be reviewed annually.

**A copy of the Marking Symbols (attached) will be displayed in each classroom.**

**Reviewed: October 2023**

**Signed:**

**Next review date: October 2024**

## Welford on Avon Primary School Marking Symbols

<b>S</b>	Support given
<b>I</b>	Independent
<b>P</b>	Punctuation
<b>Sp</b>	Spelling
<b>Gr</b>	Grammatical error
^	Word omitted
/	New line needed
//	New paragraph needed
?	Query sense/method
*	Make an improvement
<b>Cover (Initialed)</b>	Marked by cover teacher
	<b>Marking against Learning Intention:</b>
<input checked="" type="checkbox"/>	With support I will get there.
<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	I understand. I am confident.
<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	Flying high! I could coach someone else.
<b>V</b>	Verbal feedback

You will be given ideas for improving your work in different ways:

1. As an example you can use in your work.
2. As steps for you to follow and check your work.
3. As a reminder about something you need to show or include.
4. As a challenge for you to extend your learning.

### Fix It Time!

You will be given time to read and respond to the comments from your teacher. You should use this time to make any improvements to your work in red pen!

# Green for great, pink for think!

## Appendix 1 – Success Criteria checklist

These should be shared with the children at the beginning of the lesson to help them succeed with their learning intention. They may be differentiated to enable all children to succeed and feel success. The children use a tick or smiley face in the self-mark box or the peer-mark box if they find evidence of the skill being used.

These can be adapted to suit age group and subject.

For example;

	Success Criteria - Embedded Clause	Self	Peer	Teacher
1	Look for the noun in the sentence – Peter, puppy, car			
2	Decide how to start – who, which, that			
3	Add extra information related to the noun – size, colour, age			
4	Use brackets or commas around the extra information			
5	Read and check your embedded clause makes sense			

	Success Criteria – Place Value	Self	Peer	Teacher
1.	I know H T U			
2.	I can place units, tens and hundreds correctly			
3.	I can say the value of each digit in a 2, 3 and 4 digit number			
4.	I can recognise and compare number sizes			

**Success Criteria – Writing a narrative including at least one time shift**

	Self	Peer
Use a narrative device to show shifts in time backwards and forwards - specific connectives - clear phrases - punctuation		
Include descriptive language using all senses - ambitious adjectives - interesting adverbs - Name the Nouns! - include a simile or metaphor		
Include phrases alluding to passing time; e.g. - Earlier that morning... - It had started out like any other day - He remembered how things used to be... - A few years ago...		
Show a return to the present		



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