



This policy was written following consultation with teaching staff and pupils. All teaching staff will be reminded of this policy and the guidance it contains each September. This policy will be reviewed with staff and with the Governors Teaching Learning and Standards committee every three years to ensure it is a reflection of current best practice. This policy should be read alongside our school vision statement and other school policies, including all curriculum area policies, work-life balance statement, equalities policy and SEND policy. This policy will be available on the school website and from the school office.

Our vision is for all in our school to experience *life in all its fullness*; this incorporates a desire for academic excellence for all as well developing compassion for ourselves and others. In line with our vision statement, our feedback to children will always aim to move children's learning on, providing them with next steps to take to make progress in their learning, and this feedback will always be provided in a constructive, positive way. This policy is also mindful of the work-life balance of staff members and aims to provide guidance for staff members on how to provide feedback to children in the most efficient and impactful way.

What does this policy cover?

This policy and guidance covers all forms of feedback to children, including written marking on children's work and oral feedback to children about their learning.

Why do we give feedback to children on their work and learning?

- for children to understand what they have achieved, learnt or done well in a piece of work or activity
- for children to understand the next steps they need to take or improvements to make in order to make progress
- for children to understand that adults in the school value what they have done and the effort they have put into their work
- for staff to review and assess children's work as a summative assessment tool to understand children's current skills and knowledge
- for staff to review and assess children's work as a formative assessment tool to inform their planning for subsequent teaching and learning activities

In what format do we give feedback to children on their work and learning?

There is a wide range of different ways in which adults in the school give feedback to children about their work and their learning. These include:

- oral feedback to individuals, to groups or to the whole class (this includes praise and constructive comments to move learning on)
- ticks, stamps, stickers (including school wide 'wow' stickers), certificates
- making corrections to children's work
- giving other examples for children to complete or modelling correct methods or skills, setting a 'challenge for next time'
- using marking symbols, including for example missing punctuation symbols
- ticking against the learning intention – one tick for achieved, two ticks for exceeded
- using given success criteria for teacher and/or pupil to complete
- highlighting successful sections (pink) and sections to improve (yellow)
- longer written comments throughout or at the end of pieces of work

The ways in which children are given feedback on their work or learning will depend on a number of factors:

- age of the child
- understanding and reading ability of the child
- curriculum area
- type of piece of work or activity

Teachers are able to use their own professional judgement on the most appropriate format in which to give feedback to children on their work and learning. Teachers will make this judgement thinking about the type of feedback that will have most impact on children's learning and progress. A range of different ways of giving feedback will be used by teachers, over time, with each individual child.

Which areas do we give feedback on?

Feedback to children on their work or learning may cover a range of different areas. These may include:

- the learning intention of the lesson
- the child's own individual targets/next steps
- effort and other learning skills shown in the activity
- whether the child has attempted to improve their work based on the previous marking or feedback

Again, teachers are able to use their own professional judgement on which areas they give feedback on, always in order to meet the aim of moving on the children's learning.

General principles to be followed in marking work and giving feedback to children

- all feedback (written or oral) should be courteous and constructive
- emphasis should be placed on celebrating the positive aspects of children's learning and efforts
- feedback (oral or written) should be given as soon as possible after the work is completed in order that the learning is fresh in children's minds
- when significant oral feedback is given this should be recorded in some format on the child's work (e.g. on the work, on a sticker, on a feedback slip, or recorded by the child themselves – see below for how we build this skill through the school)
- written marking should not spoil the appearance of a child's piece of work
- children should get the opportunity to see, ask questions about and reflect on all written marking on their work, including homework (this may only happen periodically) – see below for specific ways in which children will respond to marking and feedback throughout the school.
- work should be marked or feedback given by the teacher who taught the lesson (this includes supply teachers or trainee teachers), following this school policy. If someone other than the main class teacher makes written comments, they should initial their comments
- all written comments on children's work should be legible and correctly written and use correct spelling, demonstrating that the adult values the child's work
- marking during the lesson and while children work is a valuable tool for helping to move on children's learning
- if a child has received support with a piece of work this should be indicated on the work
- teaching assistants may mark certain pieces of work with the teacher's guidance and oversight and following this school policy, but teachers will have full awareness of all children's work
- teachers will not make written comments on every piece of children's work
- stickers may be used to provide the same feedback (e.g. next steps question or challenge) to several children, where this is appropriate
- it is not appropriate to correct all spelling or punctuation errors in every piece of work (for example, whether spellings are corrected will depend on whether they are key topic words, a repeated error, a target high frequency word and the number of errors in a piece of work and its length)

- self assessment and peer assessment are important tools which are used regularly to contribute to children's learning
- children should be encouraged to edit, improve and correct their own work and make second drafts where it is appropriate
- displays in classrooms and around the school may include work that has been marked and/or edited and improved
- teachers will not be able to give feedback (oral or written) on homework that is returned late or additional work that the child has completed at home
- a dot is used rather than a cross to indicate an incorrect answer in maths
- all written comments by teachers and teaching assistants are made in red
- all editing by children and children's response to feedback is made in green

Developing practice throughout the school

We recognise that the age and understanding level of children in different classes will have an impact on the most effective type of feedback to give and on the ways in which children can be involved in that feedback and respond to it. We want to work towards developing children's skills so that they can be fully involved in two-way discussion and response to constructive teacher feedback by the time they reach the end of KS2. We believe this is the best way for children to make rapid gains in their learning. We also want to develop children's skills in self and peer-assessment as they move through the school.

We therefore intend for our practices in marking and feedback to children in different year groups to be habit-building as children move through the school. We have set out below some key minimum milestones in developing practice and children's skills in this area through the school. Many children and classes may be working ahead of these milestones.

By the end of Year 2

- All children will be able to accurately and honestly self-assess their own work, e.g. using a traffic light system.
- All children will be expected to read and initial (as a minimum) all the written feedback provided on their work. If another maths question is set by the teacher children will be expected to complete this question on the next occasion they see their books.

By the end of Year 4

- All children will be able to self-assess their own and others' work giving general constructive comments (e.g. in the form of 'what went well/even better if' or 'three stars and a wish') or more specifically giving feedback against given success criteria.
- All children will have developed the skills to respond constructively to teachers' written comments on their work. They will use a green pen to make any comments, corrections or amendments.

By the end of Year 6

- All children will have developed the skills to record the verbal feedback they are given by teachers themselves, making it clear who gave the feedback and the constructive comments made. Teachers will check this feedback is recorded accurately.

Monitoring of feedback and marking

The senior leadership team and curriculum leaders will monitor the implementation of this policy and the quality and effectiveness of feedback and marking through lesson visits, discussion with children, monitoring of books/children's work and through scrutiny of children's progress.

Reviewed and amended following staff and governor consultation March 2022