



# Wellstead Primary School

Sowing the Seeds of Success

## Wellstead Primary School Feedback Policy

### Rationale

Feedback is information given by a teacher/HLTA/LSA to a pupil(s) about their learning and has the sole purpose of improving learning. Feedback can be verbal or written; written feedback is also known as marking.

The purpose of the policy is to ensure that all feedback is meaningful and focused, based on high quality formative assessment and implemented in order to move learning forward.

Teachers and HLTAs aim to provide feedback, either written or verbal, during lessons to:

- Provide 'in the moment' feedback to a pupil for maximum and timely impact on learning
- Minimise teacher workload.

The school recognises that verbal feedback is just as valid as written feedback and will not necessarily put greater emphasis on written feedback or marking.

### **Aims of the policy**

- To clarify the principles behind effective feedback
- To clarify expectations of effective feedback at Wellstead Primary School
- To ensure consistency throughout the school so that pupils and staff have a clear understanding of expectations of them
- To ensure that feedback is manageable for teachers and accessible to pupils
- To clarify the purpose of effective feedback and ensure that it has a positive impact on pupil outcomes
- To encourage the use of feedback as a tool for formative ongoing assessment,
- To ensure children are effectively challenged and visible progress is evident through a dialogue which supports progression
- To support pupils to take responsibility for improving their learning and making progress

### **Feedback**

Expectations of effective feedback at Wellstead Primary School considers the recommendations of the EEF Teacher Feedback to Improve Pupil Learning' EEF Guidance Report, October 2021.

The report highlights six recommended principles for schools:

1. Lay the foundations for effective feedback - through effective task design
2. Deliver appropriately timed feedback that focuses on moving learning forward
3. Plan how pupils will receive and use feedback
4. Carefully consider how to use purposeful, and time-efficient, written feedback



5. Carefully consider how to use purposeful verbal feedback
6. Design a school feedback policy that prioritises and exemplifies the principles of effective feedback

Teachers will:

- Teachers should provide feedback in the format they consider to be most appropriate to improving the learning for the child or group of children.
- Teachers should use live feedback wherever possible, this allows for the blending of written and verbal feedback which gives maximum impact on learning (EEF)
- If feedback is written, this should be in the form of a 'live mark' during the lesson, be brief and use the agreed codes - see appendix 1 it is not expected that books will be marked again at the end of the lesson
- It is expected that all books will be 'live marked' or show evidence of verbal feedback by the end of the lesson. There should not be any need for teachers to mark books at the end of the day, unless a 'deep mark' has been identified.
- Should a teacher decide that a 'deep' mark is required, it should be ensured that pupils are given time to read, reflect and respond to that with careful consideration given to how they are going to respond e.g. editing, redrafting.
- If verbal feedback is given, this should be clearly marked with a V
- Feedback should always focus on praise and encouragement and give support and ideas on how to improve
- Provide time and opportunities for pupils to read and reflect on feedback and consider how that can be implemented.

Covering teachers or covering HLTAs will:

- Aim to follow the principles outlined above, with a focus on live marking and effective verbal feedback during the lesson.
- If directed to provide written feedback by the teacher, HLTAs will aim to live mark as many books as possible and will then mark the rest of the books with a tick and initial.
- HLTAs will follow the directions of teachers with the type of feedback required.
- All covering staff will provide an end of session summary to the class teacher in order to indicate those pupils who have been assessed as not secure, secure, and beyond during the lesson

Children will:

- Reflect and respond to suggestions made whether verbal or written
- Ask for help if needed
- Understand the purpose and process of feedback
- Undertake self and peer assessment activities and use the outcomes to provide feedback.
- Use the purple pen to show changes made

School Leaders will:

- Ensure that feedback is consistent across the school.
- Use the three principles: "all marking should be meaningful, manageable and motivating" as set out by the DfE's Workload Review Group, when assessing and reviewing the feedback policy.
- In reviewing the policy, if any concerns have been raised about any practices which have led to an increase in workload, then this practice will be reviewed.

### **OFSTED's view on marking and feedback**

Ofsted's School inspection handbook confirms Ofsted's expectations of key features of policy and practice in schools. In relation to marking and feedback, it states:

*'Ofsted does not specify...the frequency, type or volume of marking and feedback...'*

On the specific issue of recording oral feedback given to pupils, the document is clear that:

*'Ofsted does not require schools to provide...any written record of teachers' oral feedback to pupils...'*

### **Monitoring and review**

This policy will be reviewed annually and in accordance with DfE and Ofsted guidance, good practice guidance and in assessing teacher workloads.

## Appendix 1 - Written Feedback guidance (including marking codes)

If teachers choose to provide written feedback (or 'Marking') or ask pupils to self mark, teachers will use pink and green pens or highlighters:

**Tickled Pink** - to show positive responses with direct links to the learning objective/s.

**Green for growth** - to highlight improvements and targets related to the learning objective

If self or peer marking is used, children will not use pink or green pens or highlighters.

The following codes should be used within lessons to support live marking and after the lesson where live marking was not appropriate or possible:

The following codes will be used in the margin:

V = Verbal feedback

I = Independent

S = Supported (by the teacher or an LSA)

SP or word underlined with a wavy line = a spelling error (appropriate to age and stage)

P = punctuation

^ = a word is missing

// = new paragraph

CL = capital letter

FS = full stop

? = check sense

In KS1, a picture or a symbol may be used. eg relative spaces =



### Marking of spelling

- Depending on the piece of work, incorrect spelling should be denoted by an 'SP' in the margin. This allows the pupil to identify the incorrect spelling. There is an expectation that the child then edits it with a purple pen.
- Teachers should be mindful of how many spellings that they are 'marking' choosing carefully the reason for highlighting the word eg HFW/CEW/Word of the week

In maths, any errors will be indicated using a dot rather than a cross

Document Information			
Approved on:	24th January 2023	Responsibility:	Learning
Last Review:	n/a	Next Review:	January 2025
Reviewed by:	Learning	Review Cycle:	2 yearly