



Nursted Community Primary School

Feedback on Learning Policy

Policy adopted by the Governor Body on : _____

The Policy will next be reviewed: _____

Headteacher's Signature: _____

Chair of Governor's Signature: _____

Last amended		
By	When	Main changes
KV	7.9.24	This policy replaces the Mark for Impact Policy we have used up to summer 2024.

Feedback on Learning Policy

Rational

We believe that oral comments and marking should provide constructive feedback, focusing on success and improvement needs against learning intentions and targets; enabling children to become reflective learners and helping them close the gap between current and desired performance. Effective feedback is one of the most valuable ways of supporting children to make progress. 'The most powerful single moderator that enhances achievement is feedback.' Hattie 1992.

The implementation of this policy is the responsibility of all teaching staff and will be supported by the teaching assistants.

Principles

Quality feedback and marking should:

- Ensure children know what they have done well so that they can repeat this.
- Ensure children know what they need to do next to improve their learning.
- Be related to shared learning intentions or targets.
- Be immediate and/or oral when possible.
- If written, then children should be given time to read, reflect and respond to marking
- Inform future planning
- Be accessible to children
- Be manageable for teachers

Summative and Formative Feedback

Immediate Feedback: Work will be marked with the child in the lesson whenever possible, so that the child can be given immediate feedback. Peer and self-marking will also be used to support feedback in the lesson.

Distance Marking: When the teacher distance marks the work comments are not necessary, as these rarely move learning on.

Quality Marking: Selected pieces of work will be 'quality marked'; where three good aspects are highlighted in pink and one next step is given in green. Children will then respond to this marking using a purple pen, as part of the editing and improving process.

Whole Class Feedback Teachers will also use Whole Class Feedback techniques on a regular basis for writing activities, to highlight areas of strength and common improvement points, giving children time to make these improvements before moving on to the next step in learning. This form of feedback can also be used in other subjects as appropriate.

Coloured Pens for Marking

Green: used by the teacher and TAs to mark work and suggest next steps

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Pink: used by the teacher and TAs to highlight 'good bits', to praise them and show that the learning is meeting the learning intention and should be used again.

Red: Used by children to mark their work.

Purple: used by children to edit and improve their work.

Marking may be different for different types of work:

1. **Maths Books**: The majority of work will be marked in the lesson with the individual or the whole class. When the teacher distance marks the work, comments are not necessary. Calculations will be marked as correct or not and time will be given for (some) corrections to be done, unless the next lesson planned allows time for revision of the same learning intention. Where appropriate the teacher may write out an explanation or example for the child to learn from or write out a calculation for them to complete.
2. **Grammar, Punctuation, Spelling and Reading**: The majority of work will be marked in the lesson with the individual or the whole class. All exercises and questions will be marked to show what is correct and what is not. Where appropriate the teacher may write out an explanation or example for the child to learn from or to complete.
3. **Writing**: Children will be given feedback on their writing in a variety of ways including In class feedback, Distance Marking, Quality Marking or Whole Class Feedback. Individual, group and whole class feedback will be given during the lesson where possible, based on the teacher's observations of progress. Where quality feedback is given at a distance, time will be allocated for the child to act on this, usually in purple pen as part of the editing and improving process.
4. **All other books**: For all other curriculum work, where answers could be right or wrong, the work will be marked so that the child is clear on how they have done.

Quality Marking/ Feedback at a Distance

It is important that quality feedback is consistent across the class, so that all children have the same number of parts of their work praised and the same number of improvement points. This prevents children making unhelpful comparisons, which detract from the focus on improving their learning.

When extended pieces of writing are marked in this way, three successes against the learning intentions or targets will be highlighted in pink (for 'tickled pink') and a 'closing the gap comment' or 'next steps' comment will be written in green to show children one way to take their learning forward (green for growth or go). This should be an improvement point – not a correction. Teachers' comments must be legible, therefore they may choose to use a normal blue or black pen to write the comment and then put a pink or green spot or tick by it. Following quality marking, time will be given to the children to read and then make one

focused improvement based on the suggestion. Comments should be concise and focused, as too much feedback is difficult for children to access.

Useful Closing the Gap comments include:

- A reminder prompt, e.g. 'What else could you say here?'
- A scaffold prompt, e.g. 'What was the dog's tail doing?' or 'The dog was angry so he...'. (A Question, a directive or an unfinished sentence)
- An example prompt e.g. 'Choose one of these or your own: He ran (round in circles, or like a headless chicken, or as fast as a cheetah) looking for the rabbit.'
- Steps prompt – teacher outlines steps to take to improve, eg first...next... finally.
- Challenge prompt – pose a challenge to move the child on in their learning.

Quality feedback could ask the child to extend or elaborate, add to their work, change part of their work or justify their work, eg 'why was the clown sad?'

Children's Response to Marking

Children will be given time to respond to Quality Feedback and will be taught to see this as an opportunity to improve their work and learning, not just as a chance to reply to the teacher. Children need to be trained to *improve their work* and not just *respond to the adult*.

External Rewards

Giving stickers and other external rewards encourage children to focus on whether they have achieved this reward or not and to make comparisons with their peers, rather than focusing on the written comments aimed at moving learning on. Therefore external rewards will not be used as part of marking and feedback.

Feedback to Groups or the Whole Class

On some occasions the next step in learning is the same for a group or whole class of children. On this occasion the teacher will use the sign GF for group feedback, rather than writing the same comment in each child's book.

Secretarial Feature

Each class teacher will agree 'Non Negotiables' with their class which may develop over the year. These will be on the working wall. They will then insist that all children meet these non negotiables and will speak with children who fall below this standard.

The first focus for feedback should be the Learning Intention or child's target. When a complete piece of writing is done, for example at the end of a teaching block, feedback will focus on the most important aspect to move the learning on and on some occasions, this may be spelling, grammar or punctuation. An improvement point may be to edit one's own work or to correct certain spellings. To help with this, a limited amount of spelling and punctuation may be commented on by the teacher and a list of standard abbreviations is attached. Teachers may also write in certain key words to aid the fluent reading of work or underline

up to three words that the child should be able to self correct. Erasers will be used at the discretion of the teacher.

Shared Marking

KS2 children will be trained to and given regular opportunities to mark a piece of work together as a class or group, a piece of work on a visualiser. On some occasions the teacher will model the marking process and teach particular points at the same time. On others, a child will lead the marking process as agreed. Another strategy is to show two pieces of work, with the same title and discuss the differences; the strengths and areas for development.

Editing – using the Purple Polishing Pen

Children will be taught from a young age to re-read their work and make improvements using a 'Purple Polishing Pen'.

Self Evaluation

At the end of most pieces of work children will be asked to show how well they understood their learning by putting their work on one of three piles:

- Green: 'I've got it',
- Amber: 'I'm nearly there, but need a bit more practice'
- Red 'I'm really stuck.'

This feed back will help the teacher to plan their next lesson.

Oral/Verbal Feedback

Teachers and teaching assistants will make a conscious effort to use language which promotes good learning attitudes and encourages children to take risks and not be afraid of making mistakes. Oral feedback will celebrate challenge and difficulties as something expected and part of the learning process.

Instead of saying things which imply that being stuck is a problem, e.g.:

'I know you are having difficulty with this. Don't worry I'm going to help you.'

....they will use phrases which focus on the fact that challenge means that new learning is taking place. For example:

'When you find something challenging, it is an opportunity to learn something new.'

Self-evaluation type questions can be used during oral feedback such as 'what were you pleased with....followed by the learning intention?'

Writing for Assessment - Independent Writing

On some occasions, writing may be generated specifically for assessment purposes. It is important that this work is not marked in such a way that the work can no longer be called "independent". For example if spelling is incorrect, a general comment should be made at

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the bottom of the work and not in the margin. The same applies to incorrect punctuation and vocabulary choices; a general comment at the bottom is acceptable but any marking in the margin is not. It should also be noted that success criteria or marking ladders should not be used by the children if the writing is to be deemed independent.

This does not mean that other work cannot be used for assessment as clearly it should; however, it must be clear which parts of the work are actually independent when making assessment judgements. For example, a pupil may have used paragraphs independently and purple-polished their work to improve a particular word choice - but only after the teacher put a V (for vocabulary) in the margin. The use of paragraphs would be independent but the requirement of using "rich and varied vocabulary" would not have been met- unless there is evidence of it being used without prompting elsewhere.

This policy was written using the advice from chapter 4 of 'Unlocking Formative Assessment' by Shirley Clarke, 'Enriching Feedback' by Shirley Clarke, plus sections from the Excellence and Enjoyment Resources.

This Policy should be read in conjunction with all relevant policies including:

- The SEND Policy
- Assessment for Learning Policy
- The Learning to Learn Policy
- Teaching for Learning Policy
- The Equalities Policy

Appendix A – Feedback on Learning Marking Codes

Symbol or Highlight	Meaning
WCF	the work has been discussed during Whole Class Feedback
GF	Group Feedback given
C	Correction to be completed
SP	Find and correct spelling. This may sometimes be underlined in green
Green dot in a circle	Find the end of a sentence and add a full stop
CL	Find places to add Capital Letters
FS	Remember finger spaces
//	Child to add this mark to show where new paragraph should begin.
FG	The child worked in a Focus Group with the teacher
I	Independent work: this code is used where it is noteworthy because significant support is commonly provided. If no code is given it will be assumed work was independent.
VF	Verbal feedback given
ST and initial	Work completed with supply teacher
S (+initials)	Support provided (initials identify the adult providing support if not the class teacher)

Appendix B: Whole Class/Group Feedback

Good examples to share	Individuals Who Needs Further Support
Common areas for Improvement to be discussed with class	Notes for next lesson
Comments on Presentation	Basic Errors to be addressed