

# Brownsover Community School & Bridges Childcare Extended School Provision



## Feedback Policy

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<b>Prepared By</b>	Jenny Tegerdine
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## Document Information

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### Document history

Version no.	Date	Change
1	December 25	New Policy

### Approvals

Role	Name	Signature / Approval	Date
Executive Headteacher	Jenny Tegerdine		
Governors			

### Reviewers

Role	Name
Executive Head	Jenny Tegerdine

### Distribution for Information

To	Date
All classroom based staff	

# Brownsover Community Primary School

## Feedback Policy

**“The first fundamental principle of effective classroom feedback is that feedback should be more work for the recipient than the donor.” (D. William)**

At Brownsover Community Primary, we recognise the importance of feedback as an integral part of the teaching and learning cycle. It should always aim to produce an improvement in children's learning. To accelerate progress and improve outcomes, based on the research of John Hattie, we ensure that through feedback children can answer the questions:

Where am I going?	Learning Intention Success Criteria
How am I going?	Marking
Where to next?	Feedback

### At Brownsover Community:

- **Teachers and support staff mark in green, supply teachers in black and Key stage 2 children self mark and edit in purple.**
- Feedback is specific, accurate, meaningful and clear
- Feedback puts the onus on the child to think hard so that it improves their understanding, correcting their own mistakes
- Marking should alert the teacher to misconceptions, so that the teacher can address these in subsequent lessons
- Time is always given for children to act on the feedback, it is planned as part of the learning sequence.

A culture of a growth mindset is developed in the classroom so that children welcome feedback as a constructive way to improve their learning. To be effective learners, children must know what they have done well (green) and be clear on how they can improve further (pink). Feedback must empower a child to take responsibility for improving their own work; it should not take away from this responsibility by adults doing the hard thinking work for the pupil.

**Teachers are expected to plan and implement the most effective marking and feedback strategy to improve pupil outcomes. Teachers make professional judgements about when is the right time to intervene and which method of giving feedback will have the greatest impact on learning.**

**Feedback is tailored to suit the time and level of proficiency in the learning sequence.** Teachers choose the level of feedback in response to the children's work.

New Learning	Task level Feedback	Is the task correct or not? Feedback to directly address mistakes. Eg. Find and fix
Some level of proficiency	Process Level Feedback	Application task that enables children to apply the process in a new context. Eg.
High level of proficiency	Self regulation Feedback	Self assessment task/ Reflection and response to own learning.

### For feedback to be effective:

- There must be a clear learning intention with clear success criteria identified, feedback is given in response to the learning outcome and success criteria.
- Comments must be concise, clearly written and easy for the learner to understand.
- It encourages and supports further effort to reach the desired goal.

## **How do we mark work?**

- The learning intention is displayed with the work and the teacher marks to this so that the child understands the purpose of the marking. The Learning intention is highlighted pink or green depending on whether or not the child has met it.
- In literacy, the success criteria will be in a child's book and highlighted pink if achieved and green if not achieved.
- In Maths, correct work will be ticked and a dot if incorrect – this may be from the teacher, TA, the child or their peer.
- Praise for effort may be given through a motivational sticker, dojo points or comments.
- When necessary:
  - teachers' pink developmental comments, either verbal or written, will be specifically related to the learning intention
  - pink tasks should further develop children's learning by correcting misconceptions or giving further opportunities to apply or practise skills.
- To support the development of children's writing skills, teachers will identify a personal area of development at the end of an extended piece of writing. An up arrow will mark the target.
- For Key Stage 1 children (and SEN in Key Stage 2) areas of development are shared with children through marking symbols.

## **Margin Marking**

Before marking a piece of work the teacher expects the child to self edit their work and ensure the year group non-negotiables and the success criteria are in place. Margin marking will highlight where mistakes have been made whilst still ensuring children's ownership of editing and correcting their own work.

EYFS and Key stage 1- spelling or incorrect punctuation, letter or number formation will be highlighted pink for children to correct.

Key stage 2 - marking code will be used in the margin for children to use to correct.

## **Editing and improving**

In Year 3-6 children have a purple pen when they take on the role of an editor. The children use them to edit and improve key pieces of writing. Each term children will be given an editing checklist with the key focus for their editing time. If work is not edited to the correct standard children will be asked to re edit before the teacher marks it. Purple pen will only be used to edit words or punctuation. Longer edits will be written in pencil to ensure good presentation.

## **Live Marking**

Teachers and support staff may "live mark" during the lesson to provide children with concise feedback at the point of teaching to ensure misconceptions are addressed and improvements are made.

## **Developing self and peer assessment strategies**

To ensure that feedback is an integral part of the learning cycle children have regular opportunities to reflect on their work, to develop the skills of accurate and precise feedback which they use to improve their work and that of others.

This could be through:

- marking a piece of work together identifying strengths and areas of development to focus children on the success criteria of the lesson.
- modelling practice that supports self/ peer assessment
- working on a common misconception from the previous lesson
- editing and improving previous work

## Monitoring of Marking

The quality of feedback and the impact it has on learning is regularly monitored by the Senior Leadership Team.

## EYFS and Key Stage 1 Marking Code:

LI: To write sentences about an event in history

Success Criteria:

I can say and hold a sentence

I can write in the past tense

I can use capital letters for proper nouns

Teacher  
Assisted Work





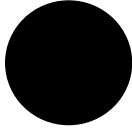


T.A.  
Assisted Work



Independent  
Work



<p><b>Say a sentence</b></p> 	<p><b>Phonics</b></p> 	<p><b>Finger space</b></p> 
 <p><b>Capital letter</b></p>	 <p><b>Full stop</b></p>	<p>Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz</p> <p><b>Letter formation</b></p>
<p><b>and</b></p> <p>And</p>	<p><b>because</b></p> <p>Because</p>	<p><b>? !</b></p> <p>? !</p>

## Key Stage 2 Marking Code:

// new paragraph

→ indent paragraph

^ insert missing word or phrase

↑ up-level choice of vocabulary

p punctuation

gr grammar: doesn't make sense - why? subject and verb agreement/  
determiners/prepositions

T tense

sp spelling

h.w handwriting

P presentation