Petersfield Church of England Aided Primary School
Feedback (including marking) Policy

Version	2019 update
Policy Type	FGB
Discussed by staff	April 2019
Approved by the Headteachers	July 2019
Adopted by the FGB	July 2019
Next Review	2022

Intention

At Petersfield School, we believe that feedback is essential in the development of children's learning. It is focused on recognising successes and targeting areas of development. All children are encouraged to become reflective learners. Receiving effective feedback supports children to close the gap between their current attainment and their desired attainment.

The purpose of feedback at Petersfield is to help pupils:

1. Understand what they have done well
2. Understand what their goal is, where they are now (simple errors or misunderstanding or ready for a challenge) and understand how to close the gap between these two positions
3. Make visible signs of improvement

Feedback should:
- Give children opportunities to become aware of and reflect on their learning needs
- Start a conversation between teacher and child
- Respond to individual learning needs
- Be seen by the children as positive in improving their learning
- Give clear strategies for improvement
- Be clear, legible and readily understood by the children
- Relate to learning objectives and success criteria which have been shared with the children
- Give recognition and appropriate praise for achievement
- Encourage and teach children to self-evaluate, peer assess and peer mark Take account of the child's prior learning
- Inform future planning
- Be carried out as soon as possible after the work has been completed
- Use consistent codes throughout the school

At all times, it should be manageable for teachers who will use their professional judgement to decide the best way to feedback to ensure pupil progress.

Learning Objectives

LO slips have been proposed and modified by staff to provide a clear structure to pupils to record the learning, success criteria and pupil and teacher evaluation of the work. These include:
- Date
- 'Can I?' statements. These can include practical apparatus to show the varied learning experience e.g. "Can I add using numicon?" or an oracy focus e.g. "Can I discuss….'
- Success Criteria with boxes for teacher and pupil ticks to record success.
- Codes, which can be highlighted for a whole cohort if relevant

Wednesday 4th July 2019   LO - read and interpret line graphs?   **YES W/T**

☺ ☺ ☹   **T   TA   P   R   Absent**

Success criteria:	Pupil evaluation	Teacher evaluation
I can use the axes and the line to read information accurately.		

I can interpret the information I have read off the graph.		

Annotation of the 'Can I statement' and codes will be made by the teacher in their marking colour.

Yes or WT (working towards), will be circled to indicate attainment. The LO will be annotation e.g. 'with numicon', 'with TA support', 'adverbs correct' if relevant.

Pupils in EYFS and Year 1 will be encouraged to self-assess but this is age appropriate and is not an expectation until they are able to read and assess independently.

Codes
Codes are used to record pertinent information for moderation and to inform teacher and pupils. Our agreed codes for use as necessary are:

WT	You have not yet achieved or are working towards your Learning Objective
Yes	You have achieved your Learning Objective
A	You were absent for this work
T	Completed with Teacher support
TA	Completed with TA support
P	Completed with Paired or peer support
I	After initial support, completed independently
	'Tickled Pink' achievements
	'Green for Growth' next steps
	Non-negotiables
	'Look here' to correct or improve your work
/	You should leave a space here between words.
.	You need to use a full stop here.
A	You need to use a capital letters to start sentences here.
^	You have missed out a word here.
VF	An adult has talked to you about this work.
WW	An adult will work with you in the next lesson
.	You have made a mistake. What can you do to correct it?
sp	You have made a spelling mistake. Look cover, write and check the word at the end of your work 3 times. Can you spell it correctly next time?
	All teachers mark in their own colour to show you who marked your work. Your work will be marked in red if it is not a member of school staff. They will initial your work. If you do not know who has marked your work, please ask your teacher.
Stickers and Team points will also be used to recognise successful effort and work.	

Work is independent unless otherwise specified by a code – T, TA, P or I - used to mark where the work becomes independent after initial support.

Recognising Success
Pink highlighting (tickled pink) is used to indicate success. Teachers decide how best to communicate the success to pupils. This is usually linked to the objective and the subject e.g. R.E. Examples of highlighting could include a part of the success criteria and a good example, with both highlighted. Alternatively, a comment could be added.

Non-negotiables
Yellow highlighting indicates to a pupil that they need to correct non-negotiables (NN). These NN are age and stage appropriate. Work should not be accepted from pupils with incorrect NNs. Pupils are given time

and support to edit their work. NN should be identified and errors corrected by the pupil in purple pen. The cycle should be closed by a tick or response next to the correction
.
Next steps
Teachers decide how best to facilitate the next step in a pupil's learning.

- Active feedback is encouraged in the lesson. Where VF is given to the child in a lesson, the code VF is not necessary where a prompt, scaffold or challenge is written in the book as part of the VF.
- The following lesson can be planned to address any misconceptions.
- Pre or post teaching sessions can be planned for pupils.
- The WW code can be used to indicate to the pupil that they will be working with the Teacher / TA to follow this up before or during the next lesson.
- "Look here' or prompt can be used to direct pupils to focus on a particular point.
- VF can be used to indicate to a child that VF is to be given at a future time. There is no expectation that VF is documented.
- Green highlighting (green for growth) can indicate an area to improve. This is usually linked to the objective and the subject. An area of the work can be highlighted and this may be sufficient for the pupil to look again. Alternatively, prompts can take the form of questions, instructions, discussions, diagrams or coaching. Personal attributes may be identified e.g. don't give up, try new things, work hard, understand others, concentrate, challenge yourself or imagine… Different types of prompt may be used: challenge (Now can you tell me more about....); reminder (What should you include in the setting of your story? Can you think about this and add more); steps (instructions – first go and check that you have included a sentence about the setting, then see if you can add a little more detail about what you can see); example (Put this sentence into your story here * to improve the description of the setting). Pupils must complete actions and the cycle must be closed by teachers (see NN).
- A maximum of 3 words may be identified for correction by a pupil where the word is a topic word, high frequency word, write word etc.

Implementation
- Rubbers to be used only under teacher direction e.g. for diagrams as we want to see mistakes made and learning from this.
- Time should be scheduled for the child to respond to feedback regularly at the start of each lesson.
- Any pupil editing or feedback is to be completed in the purple pens. Pupils must not over-write answers, but should add their corrections at the bottom of the work or next to the correction if space allows. Pupils may tick a comment, but should not write thank you/ok.
- Once a response is complete, staff comment or tick should acknowledge this to complete the feedback marking.
- **All** tasks set for the pupils following marking **MUST** be completed in a reasonable timeframe after the work.
- Where a pupil has not responded to feedback, this must be highlighted (NN) and corrected.
- Job share teachers must agree a consistent way of ensuring all feedback is responded to.

Paired Feedback
- Children are supported to do this, through modelling
- Ground rules (e.g. listening, interruptions, confidentiality, etc.) are established
- Successes and next steps are identified by peers
- A dialogue between children is encouraged where they discuss each other's work together e.g. 'I think this bit really shows how the character feels, what do you think?'.

Evaluation
The purpose of feedback is to move the children on in their learning journey. Frequent work scrutiny, developmental work and discussions with pupils and staff will be undertaken by leaders to ensure the three purposes of marking are of a consistently high quality throughout the school. The key question asked is 'Is the feedback effective in moving children's learning on?'
- Do pupils know what to do to improve?
- What is the evidence of improvement?