



Hunsbury Park Primary School

Feedback for Learning Policy

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Feedback for Learning

Effective marking and feedback are known to be vital for helping all learners make good progress. At Hunsbury Park we aim to take a consistent, rigorous approach to feeding back to children on their performance and progress. Whilst this needs to be age appropriate and progressive, we aim for consistency across key stages and within phases. We believe that high quality feedback is a key feature in children's progress and understanding of attainment (where they are now and what they now need to do to progress). We aim to identify inaccuracies in children's knowledge and also those misunderstandings that may hinder children's conceptual and procedural development. All teachers have a responsibility for setting clear foci for lessons and giving feedback against them.

Presentation

Children are expected to take pride in the presentation of their work. Lesson titles will be pre-printed on any worksheets. In Phase 1, small labels will be stuck at the top, left hand side of page where necessary. In Phase 2 and Phase 3, children will work towards writing the date and title themselves (with pre-printed ones for SEND children, as needed). Where possible, labels and worksheets should use the school's handwriting font.

The date will be written in numbers in maths books (without zeros) but all other books should display the full date written in words. The date should be above the title and both should be on the left-hand side and underlined in all Phases. Where children are writing their own date and titles into their books, they should not miss a line between the date and title and use a ruler to underline neatly.

Children should aim to adopt the school's handwriting style in all subjects. Similarly, all adults, including support staff, should model the school's handwriting style, using correct spellings and grammar, when writing in pupil's books and on whiteboards/flipcharts.

The following coloured pens will be used to identify easily who has given the pupil feedback:

Green Pen – Class Teacher

Blue Pen – Teaching Assistants

Orange – Supply Teacher/Trainee Teachers

Purple Pen – Pupil's response

General

The most valuable and productive marking is aimed at the child. Marking is one of the ways teachers can find out how a student is progressing, and thus plan future teaching based on what she or he finds when marking the work. However, the most valuable part of this process is the feedback.

A mixture of verbal and written feedback will be used in English. Written feedback will only be provided to pupils in English where the time can be set aside for pupils to consider and respond to marking. This must take place during the shared writing stage of Talk for Writing and in longer pieces of writing, where appropriate. In all other subjects, 'live' marking and 'live' verbal feedback will be used with the child present where they can instantly respond to verbal feedback given. Verbal marking should be specific and move children's learning forward. Some work will be marked without children present. When this is the case, teachers will use this to inform feedback for the next lesson and any areas of development.

Teaching assistants can mark and give verbal or written feedback to the group they are working with, which will be monitored by the class teacher. Work will be assumed to be completed independently unless otherwise stated using the marking code.

We appreciate reading skills in Foundation Stage and Phase 1 will generally be too limited therefore this will be taken into consideration when giving feedback and supporting children to reflect on their feedback, with pictorial symbols used to support their understanding of the feedback given to them.

Self-Assessment and Peer Assessment:

Children should be encouraged to self-evaluate their work regularly, as well as participating in peer-marking. This can be used alongside teacher feedback and helps them recognise and develop their own critical skills, target and success criteria awareness. Self-assessment will mostly be verbal, promoting oracy skills for children to articulate their opinion on their piece of work. Any amendments children undertake to their work or reflections will be written in purple pen.

Peer assessment is used sensitively and needs to be taught. Pupils can read their work to a partner and ask for constructive feedback. However, children are not encouraged to write in their partners' books.

Subject Specific Marking:

English

Teachers will tick to show correct work or good understanding. Missing punctuation, e.g. full stops, commas, capital letters will be indicated with the marking code and an orange highlighter. Sections of the writing, which do not make sense or are incorrect grammatically, can be indicated with a wavy line underneath which encourages the child to re-read that section very carefully. Work will be assumed to be completed independently unless given a marking code that states otherwise.

Drafting and redrafting of writing is progressive, happening more frequently as pupils mature and enabling Key Stage 2 children to become actively involved in the learning process. The school has adopted the Talk for Writing approach to writing, where there will be evidence of shared writing and the drafting process.

More in-depth marking will take place during the planning stages and drafting stages of the writing units (e.g. shared writing). This marking will acknowledge what the child has done well and then highlight grammar issues, enable children to enhance their writing content, encourage adding specific details and tools and pick up errors and misconceptions. Therefore, next step feedback, indicated by an arrow, will extend, challenge or clarify the children's thinking. This may relate to something they need to include next time, or could be something that needs to be responded to. This should be acted upon by pupils in purple pen, when appropriate to do so. This may be done alongside verbal feedback and working with an adult. In Key Stage 2, marking needs to become more detailed as appropriate for the child. When a next step is not being used, teachers will give verbal feedback, indicating to children their specific targets.

Cold tasks will be acknowledged but not marked or corrected. These will be used to inform planning and to demonstrate children's starting point for a genre of writings. Hot tasks will be assessed against the writing targets appropriate to children's age. There will be no corrections on hot tasks or areas of development for children to address. A positive feedback comment will be added to the bottom of a piece of writing.

Examples of next step feedback in writing include:

What synonym could you use for big?

Underline all the adjectives you have used.

How could you describe the boy's personality?

Find a place to join two sentences using a conjunction.

Where would the inverted commas go in my sentence? - Stop! yelled Julie.

*Explain one of the writing techniques you have used.
Can you include...? (e.g. specific writing tool that has been taught)*

Spelling

Pupils are asked to spell correctly any words for which they have a resource (i.e. it is a key word on display/word mat). Such words are always targeted when marking, and if incorrect highlighted with a yellow highlighter, indicated on the marking code. Either the correct spelling will be given or the children will be expected to edit the word for the correct spelling if it is a word they should know or be able to find out using word displays or prior knowledge. Children are then to add this word to their yellow target spelling card. They use this in the future to ensure they spell this word correctly. Once they have learnt this word without the need for their card, it is rubbed off. Teachers should ensure that they do not give too many target words for children at once. Target words should be common exception words/key words that children need to be spelling correctly for their age and stage of learning.

Gradually pupils are required to identify mistakes in their own work and encouraged to correct these using dictionaries. Teachers should be sensitive to the amount of spelling errors children are correcting.

In some cases, key spellings may be pulled out from children's writing with samples given at the end of their work for pupils to practice.

When adults draw children's attention to spellings that need correcting, they should use the marking code of dotting underneath the word. Children should also be encouraged to use this system when writing, so they can 'dot' a word they are not sure of, continue with their flow of writing and then come back to check and edit the spelling at the end of the sentence or paragraph.

Maths

Marking should routinely take place after every lesson, using ticks and dots. In maths, a tick will be used to show correct work. A dot will be placed next to any answers that need revising. Revisions should be corrected in purple pen, as per the marking code. Work will be assumed to be completed independently unless given a marking code that states otherwise. Live marking can be used by teachers, as well as pupils marking their own work. Number reversals should be corrected sensitively.

Teachers will respond to children's next step needs through their planning. Additional lessons will be planned to address any misconceptions and verbal

feedback will be given in lessons to direct their learning to next level, which will be indicated by the marking code. There is no expectation for written comments, feedback will be given verbally to move children's learning forward.

All other subjects

Live marking can be used by teachers as well as pupils marking their own work. Verbal feedback to be given to the children either within the lesson or during a designated time. Level of support should be recorded on the work; where no marking code is used it will be assumed that the child has completed the work independently and verbal feedback has been given. There is no expectation for written comments; feedback will be given verbally to move children's learning forward. However, ticks, positive comments, stickers and stamps will be used when appropriate to acknowledge the effort the child has put in, how well they have completed the work and confirm that the work has been checked by an adult. Any key spellings and errors will also be picked up on, either with written/verbal feedback or using the marking code.

Marking Codes:



Reception's Marking Code

	I got the answer correct / did something well
	A next step target in my learning or something that could be improved
	I have got the answer incorrect and need to check it
 Orange Highlighter	Missing / Incorrect punctuation or capital letter
 Yellow Highlighter	An incorrect target spelling

S	Support given
GW	Group Work
PW	Partner Work
Green Pen	Class Teacher
Blue Pen	Teaching Assistant / HLTA
Orange Pen	Supply Teacher / Trainee Teacher
Purple Pen	Pupil



Phase 1's Marking Code

	I got the answer correct / did something well
	A next step target in my learning or something that could be improved
	I have got the answer incorrect and need to check it
	Missing / Incorrect punctuation or capital letter
	An incorrect target spelling
.....	Spelling mistake
//	New paragraph
	A missed word
	Misunderstanding

S	Support given
GW	Group Work
PW	Partner Work
Green Pen	Class Teacher
Blue Pen	Teaching Assistant / HLTA
Orange Pen	Supply Teacher / Trainee Teacher
Purple Pen	Pupil



Phase 2 and Phase 3's Marking Code

	I got the answer correct / did something well
	A next step target in my learning or something that could be improved
	I have got the answer incorrect and need to check it
Orange Highlighter	Missing / Incorrect punctuation or capital letter
Yellow Highlighter	An incorrect target spelling
.....	Spelling mistake
//	New paragraph
	A missed word
	Misunderstanding
T	Tense
H	Homophone

S	Support given
GW	Group Work
PW	Partner Work
Green Pen	Class Teacher
Blue Pen	Teaching Assistant / HLTA
Orange Pen	Supply Teacher / Trainee Teacher
Purple Pen	Pupil