

Feedback Policy			
Date	Review Date	Lead Person	Nominated Governor
Summer 2024	Spring 2027	Catherine Pickles	Chair of Governors

Aims and Objectives of the Policy

- To recognise what pupils do well
- To help pupils to improve their learning
- To ensure consistency of practice.

Principles of effective feedback - Marking Policy Review Group March 2016

The principles of effective feedback in this policy take into account the findings published in '*Eliminating Unnecessary Workload Around Marking*' by the Marking Policy Review Group in March 2016, which states that (feedback and) marking should be meaningful, manageable and motivating:

Feedback should be **Meaningful**:

"Teachers should be clear about what they want pupils to achieve/ learn and the best way for pupils to achieve it."

Feedback should be **Manageable**:

"Marking practice is proportionate and considers the frequency and complexity of written feedback, as well as the cost and time-effectiveness of marking in relation to the overall workload of teachers."

Feedback should be **Motivating**:

"Marking should help to motivate pupils to progress. This does not mean always writing in-depth comments or being universally positive: sometimes short, challenging comments or oral feedback are more effective. If the teacher is doing more work than their pupils, this can become a disincentive for pupils to accept challenges and take responsibility for improving their work."

Principles of effective feedback at Cononley Primary School

Feedback should:

- Be specific and relate to learning intentions and success criteria which have been shared with the children
- Involve children in the marking process, both as self-markers and in peer marking.
- Give recognition and appropriate praise for achievement.
- Give clear strategies for improvement.
- Inform future learning
- Use consistent codes throughout school.
- Be easily understood by the child
- Be manageable for staff

At Cononley Primary School, we believe that feedback is most effective when it is immediate and addresses misconceptions during lesson. In addition to immediate feedback, staff may also use summary feedback (at the end of a lesson / task) and review feedback (away from the lesson) if this is more appropriate for improving pupils' learning.

Assessment for Learning

Staff use Assessment for Learning strategies (such as questioning, group and peer, self and peer assessment) to inform them of pupils' learning and to provide feedback to improve learning. The types of feedback used at Cononley incorporate Assessment for Learning strategies.

Examples of Strategies for effective feedback

Type of Feedback	What it looks like	Evidence (for monitoring)
Immediate – during the lesson (at the point of learning/teaching)	<ul style="list-style-type: none"> Takes place during the whole class session Takes place in lessons alongside individuals or small guided groups Often given verbally to pupils for immediate action May involve use of a Teaching Assistant to provide support or further challenge (same day intervention) May re-direct the focus of teaching or the task May include highlighting / annotating according to agreed marking codes (marking alongside pupil) 	<ul style="list-style-type: none"> Lesson observations Some evidence of marking according to agreed marking codes Improvements evident in books, either through editing or further learning to address gaps
Summary - at the end of a lesson/task	<ul style="list-style-type: none"> Takes place at the end of a lesson or activity Often involves whole classes or groups Provides an opportunity for evaluation of learning in the lesson May take the form of self or peer assessment against success criteria (often using marking grid) 	<ul style="list-style-type: none"> Lesson observations / learning walks Evidence of self or peer assessment (such as marking grids) Annotations on planning
Review – away from the lesson	<ul style="list-style-type: none"> Takes place away from the point of teaching May involve written comments / annotations for pupil to read / respond to Leads to adaptation of future lessons through planning or grouping May include 'next steps' for the pupils to respond to 	<ul style="list-style-type: none"> May include written comments and / or evidence of marking according to agreed marking codes May include 'next steps' or 'close the gap' comments May include pupils' written responses / editing Annotations on planning

Feedback in English and other written work:

Non-negotiables:

1. Date

- EYFS & KS1 – each piece of work must be dated – this can be done by the teacher
- KS2 – date at the top of each piece of work.

2. Learning Intention (OR a title or question if more appropriate)

- At the top of each piece of work underneath the date: 'I can...'
- Focus of L.I. must be clear and concise.

3. Neat presentation

- KS1 - Sharp pencil – focus on correct pencil grip.
- KS2 – sharp pencil / handwriting pen at discretion of teacher.
- Joined up writing (beginning in Summer Term Year 1; consistent use in Year 2, 3, 4, 5 and 6.)

4. Crossing out

- A single, straight line to be used (no scribble): ~~crossing out~~
- Rubbers only to be used at teachers' discretion – they should not be generally available.

5. Self-Marking

- A **small**, neat tick ✓ or cross x or make the correction
- A single, straight line to be used to cross out errors before correcting: ~~crossing out~~

6. Letter Formation

- Correct letter formation

EYFS	Year 1 – as for EYFS plus:	Year 2 – as for Year 1 plus:	Year 3 – as for Year 2 plus:	Year 4 – as for Year 3 plus:	Year 5- as for Year 4 plus:	Year 6 – as for Year 5 plus:
Form lower case letters correctly. Use finger spaces correctly.	Form upper case and numbers letters correctly with the correct orientation. Use correct pencil grip. Beginning to use joined up writing from term 3.	Form lower case, capital letters and digits of the correct size, orientation and relationship to one another, using the diagonal and horizontal strokes needed to join letters in most of their writing.	Can write neatly, legibly and accurately, mainly in a joined style.	Can write neatly, legibly and accurately in a flowing, joined style.	Ascenders and descenders should be consistently sized with the same height and depth.	Maintain legibility in joined handwriting when writing at speed.

7. Correcting Spelling Mistakes

- Up to 3 spellings to practise
- KS1 – focus on common exception (red) words.
- KS2 – focus on words connected to subject and/or high frequency words from Year 3 / 4 and Year 5/6 word lists.

8. Sentence Punctuation – correct work to ensure the following:

EYFS	Year 1 – as for EYFS plus:	Year 2 – as for Year 1 plus:	Year 3 – as for Year 2 plus:	Year 4 – as for Year 3 plus:	Year 5- as for Year 4 plus:	Year 6 – as for Year 5 plus:
From term 3: use of capital letters, full stops and finger spaces – modelled and corrected in all work.	Capital letter for proper nouns and start of sentences. Correct use of full stops at end of sentences.	Correct use of question marks, exclamation marks, commas in lists.	Correct use of apostrophes for contraction and possession.	Correct use of commas for fronted adverbials and inverted commas for direct speech.	Correct use of commas for reported clause (with direct speech) Correct use of brackets.	Correct use of commas for clarity, and punctuation for parenthesis semi colons, dashes, colons and hyphens.

9. Written Feedback:

- Must be specific and relate to the LI.
- ✓ indicates what pupils has done well
- □ Indicates next steps for pupil to respond to
- Must be easily read and understood by the child using agreed marking codes
- Children must be given time to respond to next steps / spellings / letter formation

10. Green pen

- Teachers or TAs use a green pen / highlighter for written feedback.

11. Purple Pen

- Children use a purple pen / highlighter for editing and improving work (KS2)

Feedback in Maths:

Non-negotiables:

1. Date

- EYFS & KS1 – V.
- KS2 – number date at top of each piece of work.

2. Learning Intention (I can statement) or heading

- At the top of each piece of work underneath the date: 'I can...'
- Focus of L.I. must be clear and concise.

3. Neat presentation

- EYFS & KS1 - Sharp pencil – focus on correct pencil grip.
- KS2 – sharp pencil.

1. Number Formation

- Correct number formation from Year 1 onwards.

2. Feedback:

- ✓ next to the Learning Intention indicates the L.I. has been achieved.
- ⌋ next to the Learning Intention indicates further steps are needed to achieve L.I.
- ✓ indicates what pupils has done well
- . or ○ indicates an error

3. Green pen

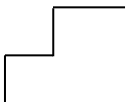
- Teachers or TAs use a green pen / highlighter.

4. Purple Pen

- Children use a purple pen / highlighter for self-marking, editing and improving work in KS2.

Appendix 1: Symbols for Marking

✓	Successful aspect of work
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	Step needed to improve work
V	Vocabulary – power verbs and adjectives
C	Conjunctions and other connectives
O	Openers – conjunctions and other connectives, adverbs, fronted adverbials etc
P	.? , ! “” ... ’:; ()
A (in a circle)	Capital Letter
Sp	Spelling to correct
^	Missing word
//	New Paragraph

Appendix 2 - Additional feedback which may be used in books:

- *House-points stickers*
- *Indication of whether work is independent / supported.*

Appendix 3 - Useful assessment for learning comments may be used such as:

- A **reminder** prompt (e.g. ‘What else could you say here?’)
- A **scaffolded** prompt (e.g. ‘What was the dog’s tail doing?’, ‘The dog was angry so he’, ‘Can you describe the expression on the dog’s face’).
- An **example** prompt (e.g. ‘Choose one of these or your own: He ran round in circles looking for the rabbit/The dog couldn’t believe his eyes’).