

# Hunton & Arrathorne Community Primary School

## Feedback Policy



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| <b>Date: July 2021</b>        | <b>Headteacher: Mr S Donaldson</b>     |
| <b>Review Date: July 2023</b> | <b>Chair of Governors: Mr P Barber</b> |

Feedback is an integral part of the teaching & learning cycle, and we aim to maximise the effectiveness of its use in practice. We are mindful of the research surrounding effective feedback and the workload implications of written marking, as well as research from cognitive science regarding the fragility of new learning.

Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation and other expert organisations. Education Endowment Foundation research shows that effective feedback should:

- Redirect or refocus either the teacher's or the learner's actions to achieve a goal
- Be specific, accurate and clear
- Encourage and support further effort
- Be given sparingly so that it is meaningful
- Put the onus on students to correct their own mistakes, rather than providing correct answers for them
- Alert the teacher to misconceptions, so that the teacher can address these in subsequent lessons.

Notably, the Department for Education's research into teacher workload has highlighted written marking as a key contributing factor to workload. As such we have investigated alternatives to written marking which can provide effective feedback in line with the EEF's recommendations, and those of the DfE's expert group which emphasises that marking should be: Meaningful, manageable and motivating

### How do we mark and feedback?

Teachers feedback to children in blue pen – as is recognised as good practice, children may mark their own work or their peers work also using blue pen. Next steps are given using a stepped symbol and provided by the teacher (see below for further guidance). Children respond to next steps in their learning, correct spellings or make other corrections using a purple polishing pen. Next steps are then marked by adults in pink 'perfect' pen.

What does this look like in different subjects?

English – Short Writing / Skills Lessons

Teachers will highlight the lesson objective in green, yellow or pink highlighter to reference whether children have achieved it. There is no requirement to write a positive comment, as children are aware of what their learning intention was and staff use verbal, specific praise within lessons. Double ticking of positive features may be used.

Spelling errors may be identified by a wiggly line under the word – no more than 3 spellings appropriate to the child's ability should be given for correction.

Next steps should be given at least once per week by the teacher, and responded to in purple pen by the child. Next steps should consolidate, correct or move the learning forward.

English – Sustained Writing

Teachers will highlight the lesson objective in green, yellow or pink highlighter to reference whether children have achieved it.

Teachers will pick out positive features of the writing, linked to the success criteria, by double ticking.

Spelling errors may be identified by a wiggly line under the word – no more than 3 spellings appropriate to the child's ability should be given for correction.

In sustained writing, the teacher will bracket a section / sentence / paragraph of text which should be re-written and improved in purple pen. Teachers will discuss how to make improvements with the children.

Mathematics

Teachers will highlight the objective in green, orange or pink highlighter pen. Work is marked in blue pen. If children have made an error, they should correct in purple pen. Next steps should be given by staff at least once per week and children should respond to these in purple. Next steps should consolidate, correct or move the learning forward.

Science / Geography / History & Religious Education

In these subjects the focus will be on oral, whole class feedback which moves the learning forward. This may be in the following session and as a whole class, or planned into future learning. Teachers will assess children's understanding by highlighting the objective in green, orange or pink highlighter pen.

If writing tasks have taken place in these sessions, the procedures for long writing above should be used.

### Reading Journals / Spelling / Handwriting Journals / PSHCE Passports / Phonics

These are working documents for the children to hone their skills. Self and peer marking will be mostly present here as the children become metacognitive learners and develop their self-reflection skills.

### Art & Design / Design Technology

Although these books are carefully monitored by staff, they are not 'marked' in the traditional sense. As these subjects are subjective in their outcomes, children are encouraged to reflect and improve on their own learning through discussions.

### Music, Physical Education & French

Feedback here, by the practical nature of the subjects, will be immediate and oral.

### Additional Support

Where a child has a stubborn misconception or is struggling with a concept, additional support may be required. In this instance VF may be used to indicate that verbal feedback has been given.

Equally, the word 'intervention' is used to indicate this, this is then followed by the intervention work aimed at closing the gap.

### Monitoring

This policy will be monitored through teaching and learning tasks by leaders in school, and by governors during link visits.

### Links to Other Policies

- Teaching and Learning Policy
- Curriculum Policy
- English Policy
- Mathematics Policy