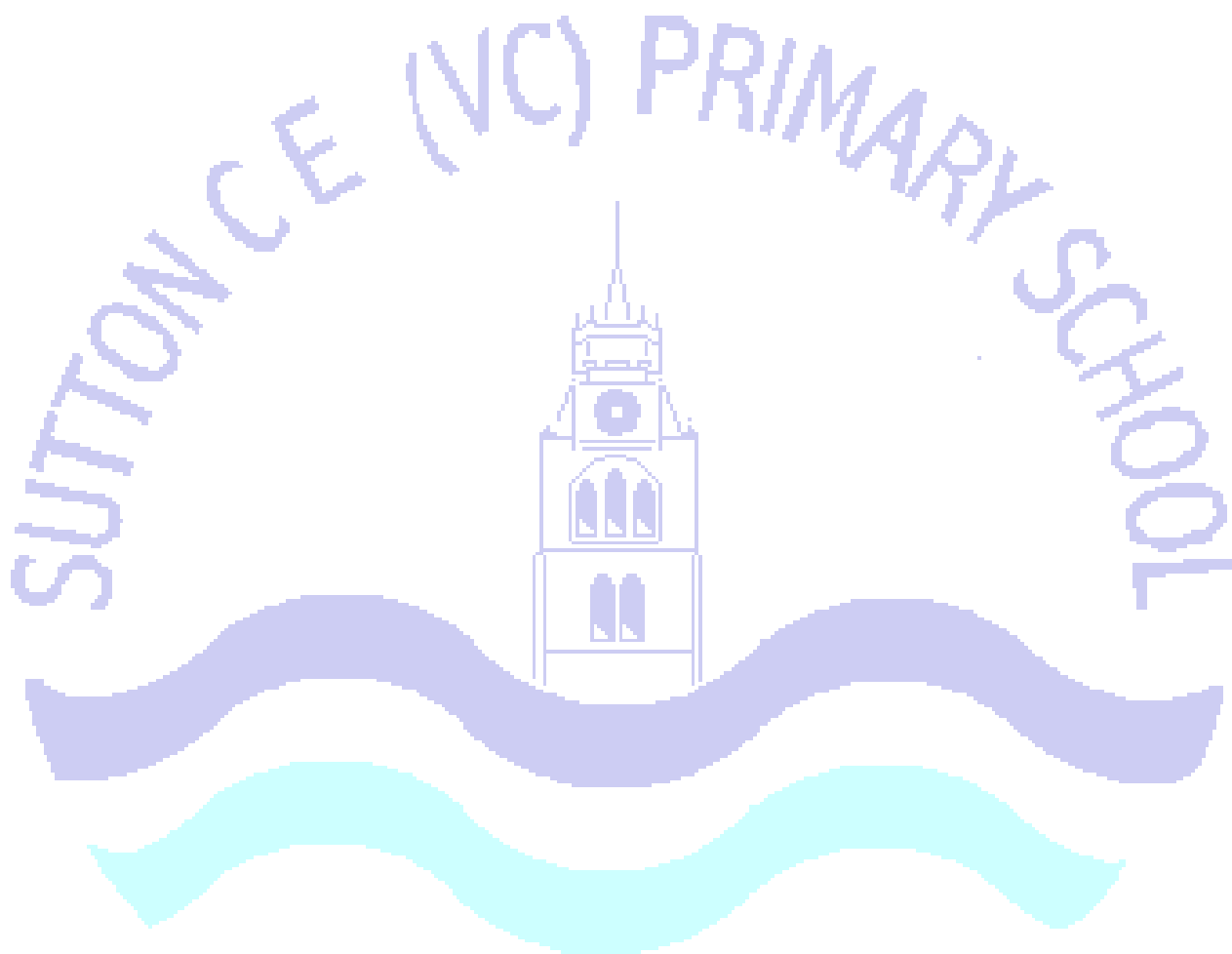




Sutton CE (VC) Primary School

Feedback Policy

December 2023



FEEDBACK POLICY

At Sutton C of VC Primary school we hold STRIVE as our core values. We want everyone to feel safe, show togetherness, respect, integrity and excellence.

This policy is based on our aim to provide formative assessment in our school to increase progress and insure that children feel value and show excellence in their work. We want the children at Sutton to take pride in their work.

Marking and feedback has a number of purposes. It should help children to:

- understand that making mistakes is crucial to learning,
- understand what they have done well,
- understand how to improve,
- make visible signs of progress as a result of feedback,
- be challenged further.

Marking and feedback should be in relation to the learning objective and a child's personal target, based on previous marking and assessment.

Marking and feedback can take the form of:

- Using children's misconceptions as a learning point.
- Worked examples e.g. 'Put an adjective into your story here * to improve the description of the setting', as an initial scaffold.
- Referring to the steps to success from the lesson e.g. 'check you have used commas in your list'.
- Reminders e.g. 'remember that fractions have to be equal parts'.
- Challenges e.g. 'convince me that plants have roots'.

The following agreed procedures for marking children's work should be implemented by all teaching staff. HLTAs and cover teachers are expected to also work in accordance with this policy.

Work is regularly marked and used to inform planning

- Feedback may be verbal, written or a combination of these. This is summarised against the learning objective. Each objective is marked to show whether it has been achieved.
- Marking may be live <https://www.teachertoolkit.co.uk/2017/11/19/live-marking/>, taking place alongside the child. Where this is not possible, work is always marked to ensure children can respond to development points as soon as possible after completion
- All staff mark to move learning forward, highlighting success criteria and picking out next steps. Learning tickets should be used with the language 'paddling, snorkelling and diving' to assess pieces of work where appropriate. The 'steps to success' are the required steps (success criteria) which a child needs to have completed in order to achieve the learning objective.
- Comments made provide guidance for improvement and are phrased in a positive way.
- Opportunities should be given throughout the week for children to read, reflect and edit, comment on and learn from marking and assessment.
- When correcting a piece of work the agreed procedures set out in the appendix will be followed.
- Children are not encouraged to use rubbers to correct mistakes. They are to put a thin pencil line through the error and write the correction next to it. If they are unable to do this, they simply leave the mistake as it is.
- If children make neat copies of their work after it has been corrected, originals must be kept.
- Self-evaluation: Children are given regular opportunities to self and peer assess as well as respond to the marking. Children are encouraged to evaluate their work themselves or with a partner using the learning tickets/success criteria and green response pens.

Monitoring of Marking

Marking and feedback is monitored on a regular basis by subject leaders and Senior Leaders.

Feedback is given to the whole staff or on an individual basis as appropriate.

Symbols used for marking:

Symbols will be used to support the teachers marking in all pieces of work and should be displayed in the classroom (see Appendix 1).

This approach to marking enables visual learners and SEN pupils to be able to access the immediacy of the marking feedback with minimal adult support. It can draw the child's attention quickly to the areas of their work where the class teacher knows that they were meeting the success criteria and also illustrates development points for the child to be aware of.

Here at Sutton CE (VC) Primary School this more visual form of marking has been nicknamed 'Tickled Pink and Growing Green':-

- **Tickled Pink** Work will be marked against the success criteria, using a pink high lighter pen to acknowledge the learning objective achieved.
- **Growing Green** A green highlighter pen will be used to identify areas of the pupils' work that they need to develop and improve.
- **Blue Highlighter** Indicates that the objective has been met and accessed at a greater depth level

All marking comments should be written in a blue pen. The children will be given time to respond by following examples written at the bottom of their work in green.

Spelling

It is important that children see that spellings matter in all work and marking should reflect this in **all** subject areas.

All feedback on spellings will be dependent on the child's developmental stage. In Foundation Stage, Key Stage 1 or in a small number of cases in Key Stage 2, teachers may need to correct spellings to make work legible for audiences other than the child.

When feeding back for improvement **3 – 5 spellings** should be identified for the child to practise. These should be either: from the statutory spelling lists (see Appendix 2 attached), previously taught spelling patterns or tier three subject specific vocabulary that are displayed around the classroom. Where these are all correct, effort should be made to identify words that will move the child's spelling knowledge forward.

It is a non- negotiable that the date is copied correctly as is the learning objective (when written down).

Spellings should be identified with 'sp' in the margin on the same line as the incorrect spelling. Where needed, the 'sp' can be written above or by the actual misspelt word. In KS1 and for those working below expected in KS2 words should then be written at the bottom of the piece by the adult. In lower KS2 the spelling maybe underlined to support the child identifying the mistake. In Upper KS2 there is no need for the adult to write the word at the bottom of the page, the child should be expected to find the mistake on the line where sp is indicated in the margin and then find the correct spelling in a dictionary and self-correct.

It should be noted that when writing an independent piece of work for assessment purposes which could then be used in the Moderation process no signs or symbols will be given to aid the children when editing their work.

Expectation of Presentation

A high expectation of presentation will be expected.

The date will be written and spelt correctly in long form in English and foundation subjects and in short form in Maths.

Any adult writing will model the cursive, school handwriting font.



If presentation is not to the standard the child is capable of this will be communicated with the child and the child will rewrite a word or sentence (dependent on key stage) in their best handwriting.

In KS2 children are awarded with a pen licence, when they get 10 pen license points! A pen license point PL 😊 is given when the child completes a piece of work consisting of or more paragraphs in the handwriting expected – see Appendix 3 for the Pen Licence policy.

Review

This policy will be reviewed every three years or sooner if national guidelines indicate that a change of policy is necessary.

MARKING CODES

	Green for growth and improvement
	Tickled Pink - Positive
©	Challenge
e	Editing and improving
ⓐ	Guided Group
sp	Spelling
P	Punctuation
?	Your sentence doesn't make sense!
^	Missing word
//	New paragraph or line needed
	Independent
PL	pen licence point

Word list – years 3 and 4

accident(ally)	early	knowledge	purpose
actual(ly)	earth	learn	quarter
address	eight/eighth	length	question
answer	enough	library	recent
appear	exercise	material	regular
arrive	experience	medicine	reign
believe	experiment	mention	remember
bicycle	extreme	minute	sentence
breath	famous	natural	separate
breathe	favourite	naughty	special
build	February	notice	straight
busy/business	forward(s)	occasion(ally)	strange
calendar	fruit	often	strength
caught	grammar	opposite	suppose
centre	group	ordinary	surprise
century	guard	particular	therefore
certain	guide	peculiar	though/although
circle	heard	perhaps	thought
complete	heart	popular	through
consider	height	position	various
continue	history	possess(ion)	weight
decide	imagine	possible	woman/women
describe	increase	potatoes	
different	important	pressure	
difficult	interest	probably	
disappear	island	promise	

Word list – years 5 and 6

accommodate	embarrass	persuade
accompany	environment	physical
according	equip (–ped, –ment)	prejudice
achieve	especially	privilege
aggressive	exaggerate	profession
amateur	excellent	programme
ancient	existence	pronunciation
apparent	explanation	queue
appreciate	familiar	recognise
attached	foreign	recommend
available	forty	relevant
average	frequently	restaurant
awkward	government	rhyme
bargain	guarantee	rhythm
bruise	harass	sacrifice
category	hindrance	secretary
cemetery	identity	shoulder
committee	immediate(ly)	signature
communicate	individual	sincere(ly)
community	interfere	soldier
competition	interrupt	stomach
conscience*	language	sufficient
conscious*	leisure	suggest
controversy	lightning	symbol
convenience	marvellous	system
correspond	mischievous	temperature
criticise (critic + ise)	muscle	thorough
curiosity	necessary	twelfth
definite	neighbour	variety
desperate	nuisance	vegetable
determined	occupy	vehicle
develop	occur	yacht
dictionary	opportunity	