



MARUS BRIDGE PRIMARY SCHOOL

FEEDBACK POLICY

**ADOPTED AT THE MEETING OF
THE LOCAL GOVERNING BODY ON**

Signature of Chair: K. Catterall
Headteacher: R. Aldridge

School Details

Nominated Lead Member of Staff: Mr. Ross Aldridge (Headteacher)

Policy agreed (date):	19.09.23
Policy published (date):	19.09.23
Next review (date):	September 2025

The aims of this policy are to:

- Explain how teachers provide feedback to pupils, provide clarity and consistency in expectations.
- Ensure our focus remains on quality feedback which has an impact on progress and learning.
- Ensure due consideration is given to the manageability of feedback to ensure there is no negative impact on teacher workload and well-being.
- Provide clarity on how our digital strategy, using Learning by Questions for example and other learning applications, supports effective feedback and pupil progress.

This policy will outline how we intend to ensure all feedback is:

- **Meaningful**
- **Manageable**
- **Motivating**

Why give feedback?

- ✓ To assess children's progress.
- ✓ To give *daily feedback* that leads to improved outcomes over immediately and over time.
- ✓ To provide pupils with the help they need to progress.
- ✓ To recognise and reward new learning and progress in skills and understanding.
- ✓ To ensure pupils reflect on their work and to develop self-evaluation skills.
- ✓ To ensure pupils are achieving their best in content, quantity and presentation.

When do we feedback?

- ✓ We feedback all the time, and on written work during or as soon as possible after completion and before the work or book is returned for the next relevant lesson
- ✓ During the lesson feedback impacts directly and promptly on learning and progress.
- ✓ Where appropriate, children mark and review their own work and progress, with the teacher checking subsequently for misconceptions and chances to extend learning through review and challenge tasks.
- ✓ Homework must be acknowledged, and misconceptions addressed in school.
- ✓ When using interactive or online applications such as Learning by Questions, SPAG.com/Maths.co.uk and Times Table Rockstars/ Numbots, children are provided with instantaneous feedback and support to help continue their learning journey.

How do we give written feedback?

- ✓ In green pen using a legible hand, exemplifying our handwriting scheme
- ✓ Using success criteria to support children's understanding of excellent writing and their ability to self-evaluate.
- ✓ In KS2 writing, pupils are coached to identify refinements, edit and improve extended writing as part of the writing process and use a blue pen for this.
- ✓ Providing encouraging remarks, praising success, using stickers and stampers.
- ✓ Giving practical/actionable advice that *children act upon* every time
- ✓ Peer marking, review and evaluation tasks completed in red pen and pencil (monitored by the teacher.)
- ✓ All pupils' work must be read and acknowledged by the teacher.
- ✓ English is marked as such *across the curriculum*.
- ✓ Corrections, including spelling and miscalculations, completed in **daily review time in red pen**. Selected high frequency spelling corrections are written out 3 times (across curriculum and checked by teacher).
- ✓ Feedback results in action, challenge and improvement every time, from day to day, draft to draft and over time
- ✓ In daily mathematics marking, pupils are given a challenge task, review task, or revisit a task.

Marking Conventions (see attached table for display)

- ✓ Words spelt incorrectly will be identified using a wiggly line underneath and marked 'sp' for children to correct using word mats, displays or dictionaries.
- ✓ Teachers will identify a limited number of relevant corrections for spelling, including focus and high frequency words. The children should be supported to learn and recall the spelling of these words.
- ✓ Missing or incorrect punctuation will be identified by an underscore and corrected by the pupil.
- ✓ A circle will be used to identify missing or incorrectly used capital letters.
- ✓ Mistakes should be crossed out by the child with a neat line.
- ✓ Sp, P, and G initials used so that children can identify and correct errors in spelling, punctuation or grammar. Green line and circle used to support pupils to correct mistakes.
- ✓ Use of an effective word, phrase, sentence or paragraph should be recognised and shared with other learners.
- ✓ In KS1, highlighters and stampers are used as a visual prompts/reminders

Presentation

- ✓ The school's Handwriting Policy is adhered to at all times.
- ✓ Children in KS1 write the numeric date and from Y2, the 'WALT' may be written by the children or provided by the teacher and stuck in the books.
- ✓ In KS2 children write the numeric date in mathematics and the long date in all other areas of learning
- ✓ From Year 3 children use a ruler to underline graphical and numerical dates and titles. When children begin a new piece of work, they should rule off under the last piece of work and any comments, then begin work on the same page.
- ✓ In mathematics books children will use the one digit per square principle. For decimal points, the corner of a square or a full square should be used for clarity.
- ✓ All lines drawn in books are drawn using a ruler.
- ✓ Children are taught then constantly reminded to form numerals and symbols correctly in maths and across the curriculum.

Mastery and consolidation

At least once per unit, English lessons are devoted to improving cohesion, correcting errors and adding improvements.

At least once per half term pupils will plan, draft, edit, improve, and publish a piece of extended writing.

- ✓ **Follow the learning and your assessments in maths**, ensure fluency, proficiency and understanding before moving on, even if the scheme is telling you to do so. If in doubt, consult the Mathematics Subject Leader for further guidance.
- ✓ Complete prior learning checks to use your lesson time efficiently. Review and revisit key skills regularly, count and practise number bonds and mental strategies daily and in mental maths lessons.
- ✓ Knowledge review weeks assess the secure knowledge and understanding of foundation topics.

Some pupils may need adaptation of the above according to additional need.

For review: July 2024

