



DIOCESE OF CHICHESTER  
ACADEMY TRUST

## FEEDBACK POLICY

<b>Date Agreed:</b>	<b>October 2024</b>
<b>Review Date:</b>	<b>October 2026</b>
<b>Type of Policy:</b>	<b>School Statutory Policy</b>

Revision Number	Date Issued	Prepared by	Approved	Personalised by school	Comments
2	October 2024	HW			

Type of Policy	Tick ✓
DCAT Statutory Policy	
DCAT Non-statutory Policy	
DCAT Model Optional Policy	
Academy Policy	✓
Local Authority Policy	



## I. Contents

1. Rationale.....	3
2. Aims.....	3
3. Types of Feedback.....	3
4. Strategies.....	4
5. Children’s Responses.....	5
6. Spelling Corrections.....	5
7. EYFS.....	5
8. Monitoring arrangements.....	6
9. Marking Codes.....	6

## 1. Rationale

At St Columba C of E Primary School, we believe that it is important to provide constructive feedback to children, focusing on successes and next steps against clear and concise learning objectives. Feedback is given by teachers, HTLAs, LSAs and cover teachers in a variety of formats. Staff recognise live marking has the maximum impact on learning.

## 2. Policy Aims

- To clarify St Columba's approach to feedback
- To clarify expectations of effective feedback
- To ensure feedback has a positive impact on pupil outcomes
- To ensure feedback is useful in supporting robust assessment
- To ensure feedback is manageable by all staff
- To ensure consistency across the school
- To enable pupils to be aware of their successes and next steps
- To encourage pupils to take responsibility for their learning
- To provide opportunities for pupils to act on feedback

## 3. Types of Feedback

Adults should provide feedback in the format they consider to be most appropriate to improving the learning for the child or group of children.

**Feedback should be “Meaningful, manageable and motivating” and should:**

1. Be seen by children as a positive approach to improving their learning and thus boost their self-esteem and aspirations and encourage perseverance
2. Give recognition and praise for achievement and clear strategies for improvement
3. Be live, where possible, and completed by the end of a lesson, unless a 'deep mark' is required (details further on in the policy)
4. Relate to clear learning objectives
5. Be brief and use the agreed codes
6. Involve all adults working with the children in the classroom
7. Allow specific time for children to read, reflect and respond to marking
8. Respond to individual learning needs
9. Inform future planning and target setting
10. Be consistent across the school

### **Verbal feedback**

We recognise the importance of children receiving regular verbal feedback. The adult might initially talk to the child about how they have met the learning objective and then question the child about a specific part of the work. This may be to correct a child's understanding or to extend the child's learning. Children of all ages need verbal feedback but this is particularly important in the Early Years Foundation Stage and KSI where children may be

unable to read a written comment. Work without a recorded product, such as P.E. will be given verbal feedback with positive comments and a point for improvement. Verbal feedback to be recorded by writing **V**.

### **Written feedback/marking**

Written feedback is also referred to as 'marking'. If feedback is written, where possible this should be in the form of a 'live mark' during the lesson, be brief and use the agreed codes - see below. If live marked, it is not expected that books will be marked again at the end of the lesson.

### **Deep Marking writing**

Extended pieces of writing should be deep marked. As well as a learning objective there should be success criteria for an extended/sustained piece of writing. This will act as an aide memoire to pupils when they are writing and/or editing. Marking should follow the agreed codes – see below. Pupils must be given time to read, reflect on and respond to marking.

### **Self marking**

Once modelled and guided by adults, older children may sometimes be encouraged to self-evaluate by identifying their own three successes and looking for an improvement point.

### **Shared Marking**

Teachers might sometimes use one piece of work from an unnamed child to mark as a class. This enables the teacher to model the marking process and teaches particular points at the same time.

### **Paired Marking**

In KS2 children sometimes mark narrative work in pairs. The following points are important:

1. Children need to be taught how to do this through modelling with the whole class, watching the paired marking in action
2. Children should point out three things that they like first and then suggest a way to improve the piece but only against the learning objectives.
3. Encourage a dialogue between the children rather than one child being the 'teacher'
4. Teachers should review this type of marking

## **4. Strategies**

Feedback should be in response to the clear, concise learning objective. As appropriate, previously learnt skills may also be considered for feedback, particularly basic transcription skills and spelling.

When marking adults should:

1. Underline/highlight examples of where the child has met the learning objective in **green**.
2. Underline/highlight an aspect of the work which could be improved in **pink**.

Go Green and think pink!

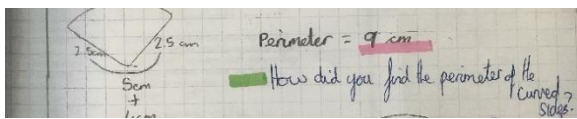
**It is important that pupils know what the green and pink highlighters mean.**



If a pupil meets the learning objective in the lesson this, should be indicated by green highlighter across the objective.

If a pupil has made errors (for example maths) the pink pen should be used to mark the error. This should be followed by the pupil making corrections in purple pen. There may also be a V recorded to show that the teacher has given verbal feedback to the pupil.

Use of green highlighter over children's work will identify good examples and where the pupil has met the learning objective.



## 5. Children's Responses

Pupils should respond to pink highlighter and next steps using a purple pen.

If the next step for the child is to re – write a whole section/paragraph, the child will do so on a piece of lined paper which will then be stuck in the margin over the top of the original section of writing to create a flap whereby the old writing can still be seen underneath – this will enable progress to clearly be shown.

## 6. Spelling Corrections

On all written work regardless of subject, spelling errors of key words must be corrected (maximum of 3). Adults may comment on these elements if:

1. spellings, punctuation and grammar were part of the learning objective
2. it is a spelling / high frequency word that all children should know

This should be using a sp. in the margin and the spelling underlined in pink.

Write the correct spelling at the bottom of the work with space for the pupil to write the word 3 times.

## 7. EYFS

In the Early Years adults focus on giving verbal feedback to the children but may write a comment with the child. Adults may also write comments on the back of work as part of the process of gathering information for Tapestry.




## 8. Monitoring Arrangements

Monitoring by SLT will:

- Ensure that feedback is consistent across the school.
- Use the three principles: “all marking should be meaningful, manageable and motivating” as set out by the DfE’s Workload Review Group, when assessing and reviewing the feedback policy.
- In reviewing the policy, if any concerns have been raised about any practices which have led to an increase in workload, then this practice will be reviewed.

Subject Leaders are also expected to monitor and report on feedback of work in their subject area when undertaking monitoring activities.

## 9. Marking Codes

	St Columba Marking Codes
▲	Insert word
sp.	Spelling correction
○	Missing punctuation
? 	Check for sense
//	New paragraph
g.	Grammar correction
p.	Punctuation missing/incorrect
	Next step
Ⓢ	supported
Ⓥ	Verbal feedback
Ⓢ	Independent
Ⓦ	Guided work

DRAFT