



## **Feedback Policy**

**Date of Policy:** Summer 2024

**Review date:** Summer 2026

### **Organisation and Practice**

Teachers trusted to do what works best for the children they teach. To ensure impact and progress, there will be a different types of feedback dependant on the task. The following techniques may be used:

- Teachers mark in black pen and use green pens for 'great' and pink for 'think'
- Acknowledgement marking (can happen as lessons progress)
- Verbal Feedback
- Pupil conferencing
- Peer marking
- Self-marking
- Whole class feedback. Given in following input. This may be grouping children, sharing pupil's work on board etc
- If LSAs have worked with a group or child – they should demark this in the book
- Use of stamps e.g. verbal feedback given, reading record checked
- Written feedback

### **Verbal /Teacher Feedback**

We aim to create an ethos where speaking freely about learning is encouraged and feel that verbal feedback is the best way to facilitate this. Verbal Feedback should come to and from the teacher, LSA or peers. Verbal feedback should be focused on the learning objective and success criteria, and can be given to an individual, group or whole class. When individual verbal feedback has been given, this will be indicated by a 'VF' (Verbal Feedback) on the piece of work or using a stamp. Verbal feedback can happen during the lesson or at another time as part of pupil conferencing. Children may respond in purple pen to the feedback given.

### **Self and Peer Feedback**

We believe that all children should be actively involved in the analysis and constructive critique of their own work and learning where appropriate and should be encouraged to use self-evaluation whilst they are working. Reflection, moderation, and improvement should become a natural part of the process of learning, and time should be provided for this. Self and Peer Assessment may be interchangeable across the course of a week dependent on the lessons taught.

Some examples of this include:

- Children marking their own answers to closed questions and reflecting upon their learning
- Children reflecting upon their own or a peer's work using a checklist or success criteria
- Children feeding back to the teacher in their books about their own learning using traffic lights and comments when appropriate
- A child reading another's work and verbally indicating success and an improvement suggestion. Children to indicate with peer marking that they have provided feedback
- Green and pink pens to be used by the children for self-marking but purple pen for peer marking

### **Written Feedback**

Not all pieces of work will have written feedback; the teacher will use their professional knowledge to decide how to regularly include this strategy into their weekly planning cycle. The emphasis of the marking should be on both success and improvement needs against the learning objective. Written feedback should:

- Show success, at least two examples of meeting parts of the success criteria or objective may be highlighted in the child's work using green pen (green for great).
- Indicate improvement
  - An improvement suggestion to be given to 'close the gap' between what the child has achieved and what the teacher would like that child to achieve when appropriate.
  - The area for improvement may be highlighted using a pink pen (pink for think)

- A target for improvement may be written for the child to consider in subsequent pieces of work – if appropriate. When written it must be acted upon with the child using purple pen.

### **Longer pieces of writing**

With longer pieces of writing, teachers can make notes on successes and areas of development of individuals and groups and feedback this information to either the individual, group or whole class so that effective editing and improvement can take place. Use of '**Whole Class Feedback**' sheets when and where appropriate.

### **Correcting Spellings**

In English activities, a maximum of 3 incorrect spellings may be indicated. These spellings will be words that the child is expected to know (see spelling lists for Yr 3 & 4 and Yr 5 & 6). In other subjects, subject specific words should be spelt correctly, and any other basics be identified.

- The chosen spellings will usually be identified in the margin, with the code 'SP'. The children will then need to find the spelling within their work and correct. At the start of Year Three and for certain individuals across the rest of the school the spelling may be underlined and written again correctly underneath the work.
- All other incorrect spellings will not be indicated. This will enable the child to focus purely on the learning of the objective and the spellings appropriate for his/her ability.

### **Basics and Secretarial Features**

Teacher's feedback should focus on the learning objective. Children have many opportunities in English lessons to practise skills where the focus of the learning is punctuation and grammar. Correcting all secretarial features in writing may demoralise children and detracts their focus from the learning objective. However, ignoring pre-learnt basics in writing may lead to lowered expectations. We want to ensure children have pride in their work. Our expectations for all pieces in all books are detailed below.

#### **Waverley Abbey Non-negotiables – Presentation**

- Learning objectives are clear and underlined with a ruler.
- Work is dated in full except for Maths. (From Y4 onwards, Roman numeral date is written as well as the short date in maths) and underlined with a ruler.
- Margins drawn in for maths
- Self-marking and Peer marking – purple pen to be used
- Children responding to feedback in purple pen.
- Key words are spelt or copied correctly.
- Mistakes are crossed out with one single line.
- One digit per square in maths.
- Maths and science diagrams/ drawings are drawn using pencil (and ruler where necessary).
- Handwriting is cursive and fluent in style and size
- Y3 children to use a blue pen for writing when directed by the teacher.
- Y4, Y5 and Y6 children to use a blue pen for all writing, unless told otherwise by the teacher.
- For drawings and diagrams, only colouring pencils to be used in books.

### **Editing**

Teachers should allocate time for the pupils to reflect on their work and edit or amend it as appropriate. This would form part of the lesson or as a morning activity. This can be individual or in a guided group.

### **Teacher Non-negotiables**

At least 1 in 3 pieces of work in all subjects will be acknowledge marked by an adult.  
All books must show evidence of improvements and success, leading to good progress

## Appendix 1 - Whole Class Feedback sheet





### Whole Class Feedback Sheet

Date:

Lesson:

Work to Praise and Share	Need Further Support
Presentation	Basic Skills Errors
Misconceptions and Next Lesson Notes	

## Appendix 2 – staff feedback codes

Waverley Abbey Feedback Scheme -	
SP	A spelling mistake, please correct. Put a line through the letter in margin when completed.
?	Check this line, there is an error. Gramatically incorrect or wrong answer in maths. Put a line through the letter in margin when completed.
P	Punctuation - incorrect or missing. Put a line through the letter in margin when completed.
VF	Verbal feedback given.
PM	Peer Marking has taken place. - PM and Childs initials
//	A new paragraph is needed.
HW	Handwriting or presentation needs to be improved.
U	Work should have been underlined with a ruler.
	Pupil conferencing has occurred. Pupil Target.
	PINK think
	GREEN for Great
	Purple for POLISHING feedback