



Mabe
Primary School



Effective Feedback Policy

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Statutory or Best Practice Policy	Best Practice
School or Trust Policy	School

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If you would like this information in any other format, please contact us on
01637 303106 or email info@kernowlearning.co.uk.

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Key Principles

- The sole focus of feedback and marking should be to further children's learning;
- Evidence of feedback and marking is incidental to the process; we do not provide additional evidence for external verification;
- Written comments should only be used where they are accessible to children according to age and ability;
- Comments should, on the whole, be skill specific to the subject being taught
- Feedback delivered closest to the point of action is most effective, and as such feedback delivered in lessons is more effective than comments provided at a later date.
- Feedback is provided as part of assessment processes in the classroom, and take many forms other than written comments (mini plenaries/using visualiser)
- Feedback aims to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress.
- All pupils' work should be reviewed by teachers at the earliest appropriate opportunity so that it might impact on future learning. When work is reviewed, it should be acknowledged in books before the next learning takes place.
- Misconceptions MUST always be picked up on

Alongside the above we understand for effective feedback to take place the following must occur: Children must understand what they are learning

How this is achieved:

- The learning sequence is shared with the children at the beginning of a new unit
- The learning intention for that lesson is shared at the point where is best for the children
- Steps to Success proformas will be used where appropriate
- Prior learning is built upon as is known by teacher and pupil

Children are given opportunities to compare their work with the learning intention

How this is achieved:

- Children can articulate to peers and teachers their understanding of the learning/task and how it links with the learning intention and overall sequence
- Mini plenaries and use of visualiser or SmartBoard enable children to analyse examples of success or improvement and further opportunities to learn from each other
- Steps to Success proformas give children a mechanism to know how to be successful in their learning and, also, provide an opportunity to reflect on the success of their learning

Children are given opportunities to improve

How this is achieved:

- Children edit their work using 'Purple Polishing' pens

- Children are able to explain where they have improved their learning/understanding/work
- Planned opportunities for self or peer assessment feature in many lessons
- Misconceptions are highlighted by the teacher using purple ink – evidence of addressing misconceptions must be visible

Feedback and marking in practice

It is vital that teachers evaluate the work that children undertake in lesson, and use information obtained from this to allow them to adjust their teaching. Feedback occurs at one of these three common stages in the learning process:

- Immediate Feedback – at the point of teaching e.g. Verbally one to one, Use of visualiser, mini plenaries, group work.
- Summary Feedback – at the end of a lesson/task, beginning of the next lesson (This can include child led feedback – self and peer)
- Review Feedback – away from the point of teaching including written comments and use of marking codes (see appendix)

As a school we feel feedback closest to the point of teaching and learning is likely to be most effective in driving further improvement and learning. We place considerable emphasis on the provision of immediate feedback, especially in the Early Years and KS1.

Where feedback is based on review of work completed, the focus will often be on providing feedback for the teacher to further adapt teaching.

The following table shows examples of how feedback looks in practice at Mabe primary school.

	What it looks like	Evidence
Immediate	<p>Includes teacher gathering feedback from teaching, including mini whiteboards, book work etc.</p> <p>Takes place in lessons with individuals or small groups</p> <p>Often given verbally to pupils for immediate action</p> <p>May involve use of a Teaching Assistant to provide support or further challenge</p> <p>May redirect the focus of teaching or the task</p> <p>May include highlighting/annotating according to the marking code</p>	<p>Lesson observations/learning walks</p> <p>Some evidence of annotations and use of marking code</p> <p>Use of visualiser</p> <p>Mini plenaries</p> <p>Formative assessment strategies</p> <p>Mabe Miners intervention</p>






<p>Summary</p>	<p>Takes place at the end of the lesson or activity</p> <p>Often involves whole groups or classes</p> <p>Provides an opportunity for evaluation of learning in the lesson</p> <p>May take form of self or peer assessment against an agreed set of criteria</p> <p>In some cases, may guide a teacher's further use of review feedback, focusing on areas of need</p>	<p>Lesson observations/learning walks</p> <p>Timetabled pre- and post-teaching based on assessment</p> <p>Some evidence of self- and peer-assessment May be reflected in selected focus review feedback (marking)</p> <p>Live marking sheets (only noting the notable)</p> <p>Mabe Miners intervention</p>
<p>Review</p>	<p>Takes place away from the point of teaching</p> <p>May involve written comments/annotations for pupils to read/respond to</p> <p>Provides teachers with opportunities for assessment of understanding</p> <p>Leads to adaptation of future lessons through planning, grouping or adaptation of tasks</p> <p>May lead to targets being set for pupils' future attention, or immediate action</p>	<p>Whole class feedback at the beginning of the next lesson.</p> <p>Acknowledgement of work completed</p> <p>Written comments and appropriate responses/action</p> <p>Adaptations to teaching sequences tasks when compared to planning</p> <p>Use of annotations on planning to indicate future groupings.</p> <p>Mabe Miners intervention</p>

CORE Marking Code

Green = A green pen is used by all adults in school for providing any form of written feedback in books. Feedback will highlight where children have been successful in achieving the lesson planned outcome, or will be used to address any misconceptions or errors in learning.

All the following symbols will be explained and shared with pupils regularly and pupils will be encouraged to explain what these symbols mean to others.

In addition to the core marking code, teachers may use other symbols when marking pupils work as part of the Steps to Success proforma for that lesson or piece of work.

Marking	Symbol or Comment
Meeting the Intention or a technique used well	 <p>A tick indicates work is correct, often a double tick is used to show exceptional understanding</p>
Incorrect spelling	<p>Incorrect spellings should be identified with green ink and have a green wiggly line drawn underneath them. </p> <p>No more than 3 correct spellings should then be written underneath the work or in the margin together with 3 dots, next to which the child is expected to copy them out and learn. e.g</p> <p>would . . .</p> <p>In wider curriculum books, spellings identified for correction may be a mix of subject specific terminology or a common exception word.</p>
Incorrect use of punctuation	<p>Indicated by a purple circle where the error occurs.</p> <p> An empty circle indicates where there is missing punctuation and correction is needed</p> <p> Error included within the circle indicates that correction is needed</p>
Begin new paragraph	<p> in the margin or where applicable</p>
Word missing	<p>An inverted 'V' is used to indicate a word is missing</p>
Finger space missing	<p>A vertical line is used to separate words and show where a finger space is missing</p>

Children edit their learning in purple so improvements can be identified easily.