

GUIDELINES FOR FEEDBACK

Rationale

Work is marked for the benefit of the child.

Marking should be individually tailored to the needs and next steps of individual children.

The response required from the child should be clear and understandable and they should be able to explain what each element of the marking means.

Marking should always be against success criteria.

Feedback should allow the child to hone in on the most important learning / next step.

LESS IS MORE

General Guidelines

- Written feedback by teachers is always in green pen (whatever the subject)
- Children's responses (whether correcting, improving or answering a question) should always be neatly written and in purple polishing pen
- Peer assessment comments against objectives or success criteria should be neatly written and in purple polishing pen
- Time MUST be built into the school day for children to respond to their feedback
- Detailed written feedback in books is not a requirement of every lesson. Coding may be used in books to indicate feedback having been given in different ways:
 - 1:1 (work has been supported by the teacher or another adult)
 - VF (verbal feedback has been given to the pupil)
 - Indication that work has been completed independently or with support
 - Tick and a brief comment to acknowledge that the teacher has assessed the work
 - A staircase drawing indicates next step or could include a hint (try adding 'because' to this sentence)

Pen Licence

- All Y6 to write with a pen
- Y5 and Y4 can earn the right to have a pen licence (NB – Award this appropriately. A child with very neat handwriting who isn't joining should not have a pen!)
- The pen licence cannot be revoked for Y6. It may be revoked for Y5 and Y4 if standards of presentation drop below the standard
- Pens should be used across all subjects other than Maths

Identifying Differentiation

As well as indicating whether or not work has been completed independently, it is useful for class teachers and others to be able to identify differentiation in books. The following methods may be employed to do this:

- Identification of paired work (make a note at the end of a piece of work e.g. **Writing Partner – Billy**)
- Identification of challenge taken on (writing 'Mild', 'Spicy' or 'Red Hot' at the start of a task)
- Self-assessment against criteria (completion of a success criteria grid, self-assessing achievement as 'Mild', 'Spicy' or 'Red Hot' etc.)

Writing

Teachers should use the class writing non-negotiables to mark all writing and the expectation is that every piece of work should be corrected by the child if they do not meet these expectations.

Writing is a process which requires many stages of drafting and editing. Therefore, the emphasis of the feedback will depend on the stage and can be communicated in different ways:

- With emergent writing, if the work is written entirely independently, minimal correction may be used or if the teacher feels it is warranted, the story may be re-written by the teacher
- Children in year R-3 will use symbols to remind them of their writing non-negotiables (see year R and 1 books)
- For extended writing, teacher comments/marking should enable the children to improve their work through editing and proofreading
- Examples of a technique/sentence construction may be modelled by the teacher to show next steps
- Children should respond to feedback through redrafting and self-correction.

Alongside the general guidelines, feedback should be presented and responded to in the following ways:

- Evidence of success criteria / LO should be underlined in blue (Brilliant Blue) – and used sparingly
- Elements for improvement should be underlines in green (Green for Growth) and also used sparingly, as children should be expected to respond to this marking
- Choose one sentence in the writing for the child to ‘uplevel’ eg rewrite, include connectives, adjectives, a metaphor, higher quality punctuation etc
- Green / Blue should be done with the use of highlighters
- Next steps comments should relate to the L.O. / success criteria
- Writing tasks (one paragraph or more) should be written on every other line

Spelling

- Sight words / high frequency words / class spelling words may be identified and corrected/self-corrected according to the individual child’s needs and stage in development
- Children may be asked to practise these at the end of a piece of work or write corrected versions above the original error
- Teachers may underline a spelling error in green marking pen and write the correction in the margin
- ‘Sp’ written in the margin denotes an incorrect spelling on that line for the child to correct independently

Punctuation

- Capital letters and punctuation mistakes and omissions may be circled and corrected as appropriate
- Children are often asked to self-correct
- ^ denotes a missing word
- Punctuation symbols (or the letter ‘p’) in the margin indicate an error/omission of that nature on that line.
- // denotes that a new paragraph is needed.

Handwriting

- Mixed capital/lower case letters and reversals need to be corrected every time from an early stage
- Incorrectly formed letters should also be highlighted and children may be asked to practise these again at the end of the piece of work
- Correctly joined and neat handwriting will be celebrated. Children should be asked to practise joins or rewrite sections of work which contains errors such as spacing and size.

Mathematics

- Children should record calculations and answers in their books (not just a list of answers)
- Indicate errors using a dot
- Tick when correct
- Examples of a solution/technique may be modelled by the teacher to show next steps
- Children will be asked to correct mistakes/adjust answers as appropriate. This should be done with purple polishing pens
- Where corrections are being looked at the following lesson, corrections should be completed before the new date/L.O. is written. Should children be reattempting a task in full on the following day, present the L.O. and date as usual
- Mathematical errors are a valued part of the learning process and, as a result, the use of rubbers will be kept to an absolute minimum.

OTHER SUBJECT AREAS:

- Feedback will be subject-related and might include reference to knowledge and understanding, subject-specific skills or next steps
- Examples of a technique/skill may be modelled by the teacher to show next steps
- High expectations of literacy skills are expected across all subjects and children may therefore be asked to improve/correct these.
- Responses to questions from the teacher should be written underneath the question