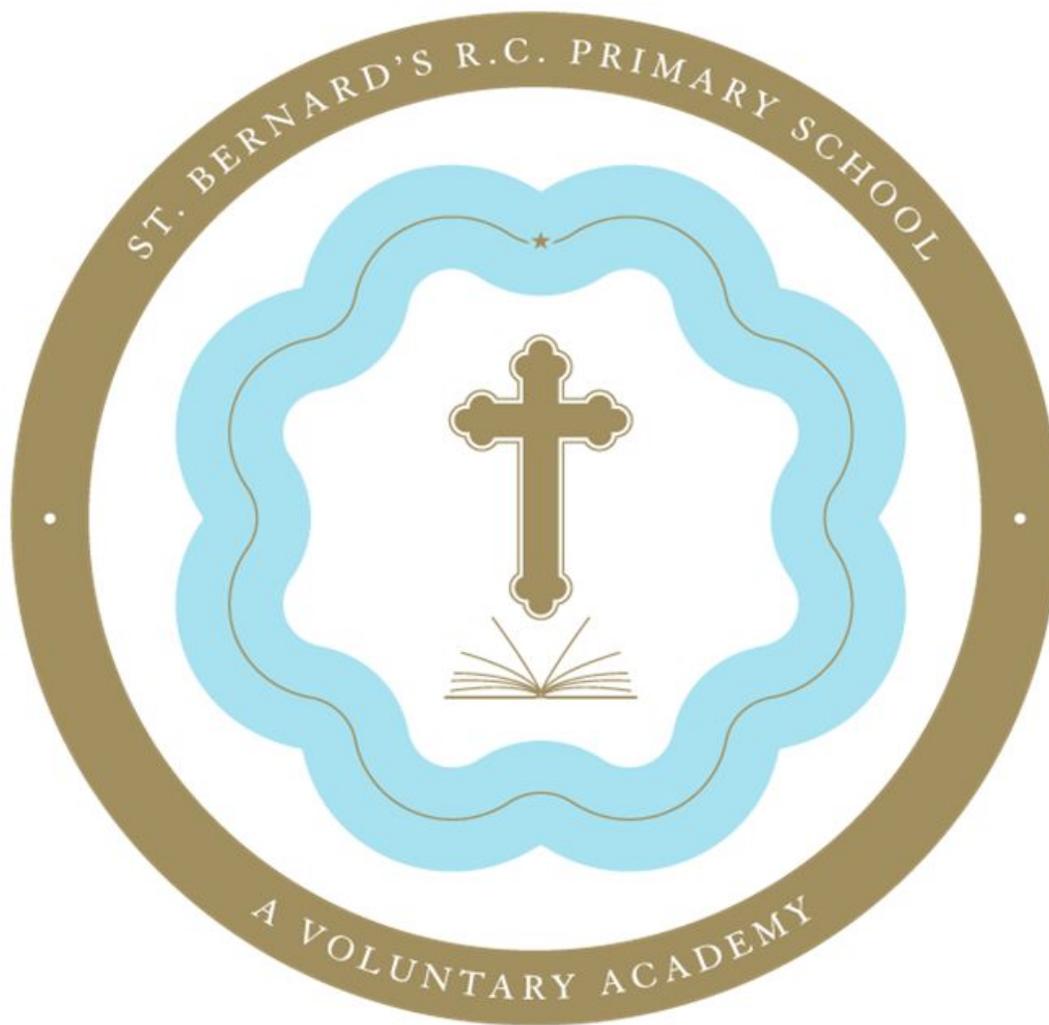


St Bernard's Primary School

Feedback Policy



St Bernard's Primary School

Approved by Governors:

Review date: Spring 2017

***The primary purpose of marking written work is to assess the depth of learning that has taken place and to identify misconceptions to inform future teaching.
The audience for the marking is the children.***

Principles

Marking & feedback should:

- Provide **meaningful** feedback to the child;
- Highlight areas for development / improvement / correction thereby enabling the child to identify clear 'next steps' providing **motivation** for learning;
- Inform future planning of lessons;
- Enable the teacher to record progress related to learning objectives;
- Be **manageable** for both the child and the teacher
- Be relevant – sometimes marking is not necessary.
- Be for the sole purpose of improving children's learning
- Relate directly to the WALT & WISOs.

General Principles - English

Verbal feedback will be given to children during the lesson where possible. Verbal feedback will be immediate, during the learning and may be individual, group based, or to the whole class.

Teachers will work with groups on a daily basis and give verbal feedback to move them forward. Assessment information is entered from this discussion on to 'Balance' and a 'B' is recorded on books for those in the group. These books will then not be marked any further. Teachers will rotate groups as the week continues so all have opportunities to develop.

'**Light touch**' marking will refer to the learning objective / WISOs either by a tick.

Next steps in learning should be identified by putting NS next to the WISO.

Written feedback may be given when necessary and should be short and challenging.

They may include improvement prompts in literacy (see appendix for Shirley Clarke examples)

- improvement responses to this may be evidenced by:
 - whole class activity planned for following day (if the majority need to secure understanding)
 - group intervention evidenced (if a small number need to secure understanding)
 - individual example of using WISO correctly (if an individual seeks to show new understanding)

'**Deep marking**' will occur at the end of a unit of work and will provide more detailed feedback for assessment purposes. This will include:

- Completing the writers toolkit checklist (WALT & WISO not needed)

- A comment to praise effort and progress to date and next steps identified to be acted upon over the coming unit?

Deep marking should provide the time and focus to update your assessment information in Balance. Children should be given time to read and respond to the written & margin marking, in order that the feedback provided has maximum impact on learning.

Feedback approaches in T1 will be innovative and include the use of Livescribe 'sound spots'. The teacher will provide regular verbal feedback to pupils based on success criteria. Pupils will have regular opportunity to access this feedback and improvement responses will be clear in pupils books.

Indicating support

Support given will be identified on the WALT / WISO sheet by circling the appropriate code

- I - independent
- AS - adult support
- GW - guided write

Spelling, Grammar and Punctuation

Margin marking will be used to highlight errors made in SPaG. Expectations in margin marking are explicitly detailed in the [school's marking code](#) for Key Stage 1 and 2. Teachers will frequently use visualisers to highlight effective uses of punctuation, spelling and grammar as well as modelling how peers or the child writing can review their work and find their own errors. Any spelling corrections need to be written out underneath the piece of writing 3 times.

Peer and Self Assessment

Children are expected to self assess against success criteria (WISOs). Children in Key Stages 1 and 2 can tick the criteria if there is evidence in their learning of achieving them.

This process will be regularly modelled by the teacher or Learning Coach using technology - visualiser.

Children will be encouraged to edit their work as they go along, rather than after the lesson.

Constructive 'learning conversations' will be promoted in each class, where children are encouraged to reflect on their own learning and progress.

General Principles - Read Write Inc

All work is marked during the session and children must respond to feedback in the same session.

The KS1 marking code is used to mark all work completed during RWI.

RWI leaders will model on a daily basis the correct use of punctuation, spelling and grammar using the whiteboard, visualiser and the RWI edit a sentence form.

Peer assessment also plays an important part of the RWI programme and children are encouraged to reflect on their learning and progress through partner work.

General Principles - Foundation Stage

We expect some children to be familiar and confident with this marking system by the January and all by the Summer term.

S- supported

I (as in word) Independent

--- underline up to 2 spellings. Give correct spellings at bottom of work and children find and copy correctly

| - spacing between words

○ - around position of capital letter

○ - for position of full stop

General Principles - Maths

Teachers will:

- **Always** address incorrect work. This may be done through: corrections, oral feedback given or comments to feedback on. This may also at times be addressed in subsequent lessons (repetition of the learning objective) to address misconceptions.
- Always provide pupils with time to respond to feedback.
- Give 'next steps' to help to push children's thinking forward **when needed**.
- Use feedback to push children's reasoning and communication about mathematical ideas (particularly in maths journals).

Journals

Marking of journals will mainly be done during the lesson where possible. Misconceptions are to be addressed.

Independent Workbooks Y1,2,3 & 4

Every piece of work should be marked with ticks or dots to indicate whether it is correct or incorrect. Children will usually correct their work after the appropriate intervention has been given. There should be evidence of children correcting their mistakes to show they understand where they went wrong. This should be completed in red pen.

Independent Work Y5 & 6

Every piece of work should be marked with ticks or dots to indicate whether it is correct or incorrect. **Comments are not necessarily needed for all pieces of work, however all work should be marked against the WISOs.** When comments are included, they should be specific and have an impact on the children's learning. There should be evidence of children correcting their mistakes to show they understand where they went wrong. This should be completed in red pen.

General Principles - Connector Books

Each piece of learning in connector books will include an WALT & WISO. These will include the curriculum area, the lesson number from activity plan and the date. Teachers will tick success criteria if they have been achieved. Written dialogue is not needed. Any next steps can be provided verbally.

<p>This policy/document was reviewed by:-</p> <p>Signed AT Moor</p> <p>Position Head Teacher</p>	<p>Date:</p>
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Signed. B. Letissier Position Chair of Governors	Date:
The next revision date is:	Spring