



**Beaupré**  
COMMUNITY PRIMARY SCHOOL

# **Feedback Policy**

This policy was approved  
**December 2023**

**This policy should be reviewed annually**

*"Together unlocking the potential of every child; inspiring children and changing lives"*

## **Feedback Policy 2023**

At Beaupre Community Primary School, we provide regular and accurate feedback to pupils to enable them to identify what they do well and where they need to improve. Assessment is a vital part of the learning and teaching in our school where marking and feedback is a fundamental element of the assessment process. Marking should inform future planning and assessment and provide evidence that can be used as a basis for discussion with children, parents and professionals. Effective marking and feedback should increase pupils' attainment and most of all, enable progress.

Feedback should be:

- **Manageable:** Marking practice should be proportionate and consider the frequency and complexity of written feedback and cost and time-effectiveness of marking in relation to the overall workload of teachers.
- **Meaningful:** Marking varies by age group, subject and what works best for the pupil and teacher in relation to any particular piece of work. Teachers are encouraged to adjust their approach, as necessary, and trusted to incorporate the outcomes into subsequent planning and teaching.
- **Motivating:** Marking should help to motivate pupils to progress. This does not mean always writing in-depth comments or being universally positive: sometimes short, challenging comments or oral feedback are more effective.

### **Principles**

Teachers and leaders should use assessment well, for example to help pupils embed and use knowledge fluently, or to check understanding and inform teaching. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens on staff or pupils.

Although it is appropriate to recognise and value children's effort and success, marking should be much more purposeful than an acknowledgement of completed work.

Daily marking and verbal feedback should be used to assess against the learning objective, using the success criteria as guidance and to identify next steps. In English, Mathematics and Science, pupils should be given opportunities to carry out corrections or respond to editing and improvement tasks.

Pupils should make further progress through regular, relevant 'responding to marking' tasks. Responding to marking tasks should show further progress against the success criteria, or improvement against age-related expectations, e.g. sentencing or presentation. These tasks could also be used to provide challenge and extend learning. All tasks should be completed regularly and marked by either Teacher or TA.

Teachers should look for opportunities to provide verbal feedback, or carry out some marking alongside the child. Marking should be consistent across key stages and all curriculum subjects, being accessible for all pupils and their related needs, particularly for SEND and vulnerable pupils. In Mathematics, teachers should ensure that children are clear when they have achieved through the marking of work. Teachers should ensure that children are closely monitored during the lesson and complete records of pupils' achievement in that lesson where appropriate. Part of the feedback and next steps will be informed by the record of pupil achievement and hence provide information and intervention for some 'Jamming Sessions' prior to the next subject session.

Teachers and pupils should evaluate against the success criteria for every lesson. Peer marking and evaluation should take place regularly. Pupils should be trained in peer and self-assessment and this

should happen regularly, where children work well together, teacher is supporting where needed and good discussions and editing are taking place.

### **Early Years Foundation Stage (Reception)**

In Reception, learning objectives and success criteria are shared verbally in a child friendly manner in the form of a challenge and what facilitating adults will be looking for.

Verbal feedback is essential within EYFS, where adults praise achievement and encourage children to enter into dialogue about their play, work and learning experiences and next steps for development. Children are given time to respond to discussion and ideas.

Adults in EYFS should annotate recorded work with the amount of support given, as well as praise and next steps. This process is most effective when shared verbally with the children whilst work is being marked.

Within individual ILDs, adults should make written records about children's learning experiences, including photos to record their achievements. These should be shared with children at least once per term, enabling them to reflect on their achievements and what they would like to learn next. This information can be used to inform future planning.

### **Key Stages 1 and 2**

#### **Mathematics and English**

Daily marking and feedback in English and Mathematics should be formative, identifying next steps for children to improve their work, using the success criteria as guidance. Responding to marking/appropriate jamming sessions should be carried out in all core subjects. Responding to marking opportunities should be provided during morning registration. Responding to marking should be checked retrospectively by teachers and TAs and acknowledged.

In English, responding to marking tasks may be focused on grammar, punctuation, spelling, handwriting and spelling or against any of the success criteria. Teachers may also identify sentences to rewrite/edit, e.g. with correct punctuation, grammar, adding words or clauses, or improving vocabulary. Spelling and punctuation errors should also be identified appropriately to age-related expectations. Editing by the pupils should be carried out in a different coloured pen.

In Mathematics, corrections should be carried in a different colour to be identified, with the teacher re-modelling if necessary. When successful, pupils should be given next steps and, when appropriate, an additional task to extend learning. Teachers can use the marking code to address mistakes and corrections.

In English and Mathematics, Jamming sessions may be used to address knowledge or misconceptions within a lesson, to ensure consolidation prior to the next subject session.

#### **Science**

Formative marking against the success criteria should be carried out following every Science lesson. Responding to marking should be carried out frequently in Science and include expectations applicable to English.

#### **Non-Core Subjects**

Marking in non-core subjects should clearly inform children whether they have achieved the success criteria. Additional comments, marking or corrections by adults and children, should be made when appropriate and include expectations applicable to English, particularly with spelling misconceptions and corrections.

## **Homework**

Homework should be marked with a general comment about effort or accuracy. Teachers will not always know the context in which the work is done, or the level of support involved. Homework may be signed off as completed by a parent once an appropriate amount of time is spent (ref. homework policy). Housepoints/rewards are used to encourage completion.

## **Marking by Other staff**

Where staff other than the class teacher, e.g. TAs, they are expected to carry out some marking and feedback, particularly if they have led a guided group.

Supply teachers are expected to mark all work and the class teacher should review their marking.

## **Marking Colour Codes**

- Green - teacher
- Purple - teaching assistant
- Pink - supply teacher /teaching student /volunteers

## **Presentation Non-Negotiables**

Non-negotiable expectations for presentation for most children in Key Stage 2 may be verbally fed back or corrected as additional marking. They are as follows:

- When children are ready, most lowercase handwriting is joined, using the school's scheme
- Use of rulers for all underlining including dates/ titles
- All work has date/ L.O. (stuck in)
- Consistent use of basic punctuation, e.g. capitals and full stops
- Writing from the margin, to the end of the page
- A line will be left to indicate a new paragraph
- Drawings/ diagrams in pencil
- One-digit per square and place value columns for written calculations in maths

Review Date- December 2023