Feedback and Response Policy 2023-2024

Last reviewed: April 2023

Next review due: April 2024

Intent

At Colburn Community Primary School our agreed purpose for marking is:

- For children to have a deeper, more meaningful understanding of their achievements within their own learning.
- For children to make rapid progress.
- For children to know *how* to improve.
- To address any misconceptions.

Implementation

- Marking and feedback is introduced in EYFS through quality verbal feedback with some written feedback implemented gradually over the course of the academic year. This is based on professional judgement as to when the individual child is ready to access more formal written feedback.
- Marking should always be in accordance with the lesson objective and the child's own personal targets.
- The child must be able to read and respond to the comments made, and be given time to do so through the use of Correct, Consolidate and Challenge time. Where the child is not able to read and respond in the usual way, other arrangements for meaningful dialogue must be made.
- Written comments should be neat, legible and in black ink.
- Oral feedback is encouraged through dialogue with adults and peers.
- Marking should normally be done before the next lesson in that subject, although this may not always be possible for longer pieces of work.
- Where written feedback has been provided by an adult, children *must* respond in purple pen.
- Self-assessment is carried out orally through mini plenaries.

English and all other subjects

- Ongoing marking will identify where the children have achieved elements of the success criteria or learning objective using a green highlighter.
- Next steps will be highlighted blue and linked to the use of the marking code.
- Common exception words/key words should be addressed in all subjects.
- Subject specific vocabulary (tier 3 words) used within that lesson should be spelt correctly.

Maths

- Any misconceptions will be easily identified with a cross and highlighted in blue. However, if there are numerous errors in a child's work, these should not all be marked with a cross so not to demotivate the child. Instead, mark with INT in blue highlighter and follow up with intervention work where the children will be guided through their corrections using purple pen.
- All correct answers must be marked with a tick.
- In conjunction with the school marking code, all pieces of work must contain an I or GW; VF must be used to show where dialogue has moved learning forward; and a smiley face highlighted in green before the next objective.

Marking Code

KS1 and KS2

Marking Code			
Marking symbol	**Where**	**What this tells the child**	**Purpose**
VF	Near where dialogue has supported learning	Verbal given was / will be given	To show meaningful dialogue has been used to support learning
SP	In the margin on the same line where the spelling mistake is	Incorrect spelling	To improve knowledge of phonics, common exception words and spellings
P	In the margin on the same line where the punctuation mistake is	Incorrect punctuation (not including missing full stops – except for UKS2)	To develop knowledge and understanding of a wider variety, and the use of, all punctuation
G	In the margin on the same line where the grammar mistake is	Incorrect grammar / tense	To ensure accurate cohesion and sentence structure
//	Where a new paragraph is needed	A new paragraph is needed	To support with structure of work
∧	Where there is a missing word or phrase	There is a missing word or phrase	To ensure accurate cohesion and structure
◯	Where there is a missing full stops	Missing full stops (EYFS – year 4 only)	To support with sentence structure
i Am peRsisteNt	Underline letters which should be capital or have been wrongly capitalized	Upper case and lower case letters are misused	To support children with their understanding and accurate use of upper and lower case letters
[ ]	Around words / phrases which should be take out	Words / phrases have been omitted	To support children with the editing process
GW or I	In the top right hand corner on ALL pieces of work	This work was completed guided or independently	How much support the child has been given
|	Between the words which need separating	These words should have a finger space between them	To reinforce the use of finger spaces to separate words
☺	In the margin before a positive comment.	Positive feedback relating to the lesson objective	To link the highlighted work to the positive written feedback
(blue step symbol)	In the margin before the next step comment.	Feedback, which needs addressing, to move learning forward	To deepen learning and support progress

EYFS Marking Code

Symbol	What it means	Where	Purpose
CI	Child Initiated	On observations and in books, when appropriate	For moderators/parents to be aware of which work/tasks the child has initiated themselves
VF	Verbal Feedback	On observations and in books, when appropriate	For moderators/parents to be aware of when a conversation about learning has taken place – with a brief explanation
AL	Adult Led	On observations and in books, when appropriate	For moderators/parents to be aware of which work/tasks have been supported by an adult
AE	Adult Extended	On observations and in books, when appropriate	For moderators/parents to be aware of when an adult has extended the child initiated learning

Impact

- Children have a deeper, more meaningful understanding of their achievements within their own learning, making good or better progress.
- Children know how to improve their learning and are inquisitive to learn more.
- Children become more independent in addressing their own misconceptions.
- Teachers are able to more accurately assess the children against their age-related expectations using it to inform their planning and the next stages of learning.
- Parents have an understanding of the ability and progress their child is making.

Monitoring of feedback and response Policy

The Senior Leadership Team will regularly collect children's work and use pupil voice to ensure that the policy is being implemented consistently. This ensures that the policy leads to good practice in facilitating effective feedback, learning and teaching.