

## Staniland Academy

### Feedback Policy for Learning

#### Purpose of the policy

The purpose of this policy is to make explicit how staff will mark and provide useful feedback on children's work. We believe that feedback should be accessible to the children whilst being manageable for the staff. Sharing feedback is regarded as a two-way process and we aim to encourage dialogue for children's learning to be developed. It is important that all staff are familiar with the policy and that it is applied consistently.

#### Feedback will:

- take place at the earliest opportunity, particularly if the next lesson builds on what has been taught
- where appropriate, provide clear specific feedback to the children, relating to the learning intention, curricular targets and success criteria
- praise achievement, but also provide clear advice and strategies for improvement and next steps for learning, where needed, so that children understand their achievement and know what to do next in order to progress
- inform future planning and group/ individual target setting
- be consistent across the school
- allow specific time for children to read, reflect and respond to the marking, acting on improvements and next steps

#### How will feedback be given?

Marking and feedback will need to be given in a variety of different ways depending on the type of learning taking place, the age of the child and individual children's needs.

Work in books will be marked using symbols (see appendix), at other times verbal feedback 'V' may be more suitable.

A 'V' is acceptable when working with a child or a group of children with no annotation, especially if it is clear what the support was.

Where support has then been given, then 'S' can also be used.

Where a large amount of adult input has been given in the lesson the work will be ticked and the use of 'S' for supported will be identified clearly next to work.

For written tasks, emphasis in marking will be focused on the success criteria and against the learning intention. It will identify successes (using marking symbols) within a piece of

work and will offer targets to encourage further progress when required. When children are completing longer writing tasks adults will identify successes by placing an appropriate symbol ( ✓, ✓✓ or 😊 ) where the relevant success criteria or individual target has been used.

Maths work will be marked using symbols to show when work is correct. Where a misconception is made the symbol .c will be used to indicate that a correction needs to be made in the time given for the child to reflect on that piece of work.

Detailed comments are **not** needed to explain why a child has been successful. You do not need to reference each of the listed success criteria. If a child has achieved the learning intention for that lesson you can award a relevant symbol next to the L.I. Consider then how you would challenge that child through targets, linked to the adjoining reflection and assessment sheet (R. A F. sheet see appendix).

Targets will be identified on the R.A.F sheet where an improvement / challenge needs to occur. Ensure that other misconceptions, not always relevant to the success criteria are addressed. Mistakes being made in Term One should not be left to continue in Term Two e.g. spelling errors, capital letters, specific handwriting joins etc (.c)

Secretarial features that are not part of the learning intention e.g. punctuation, spelling, grammar should be commented on as necessary, and noted for future teaching points, but will not dominate the marking unless they do in fact form part of the learning intention.

Good presentation and handwriting is expected and may be commented on after the learning intention and next steps for learning have been addressed. (See Handwriting and Presentation policy for expectations).

In the Autumn term, children in Year 1, will start to write the short date in Maths and long date in English. In the Spring term, all children will be writing the dates in all pieces of work and some children will be writing the learning intention or title. In the Summer Term, all children will be writing dates and learning intentions in all pieces of work and most children will be able to underline neatly.

### **Feedback will:**

- Be in black by **all** adults.
- Make use of the marking symbols agreed by the school (see appendix for the list of symbols to be used)
- Offer examples and suggestions of what next steps and improvements could look like in order to assist the child with their progress and improvements where needed this can be written, or if verbal a 'V' will be used.

### **Verbal feedback**

At Staniland, we recognise the importance of children receiving regular oral feedback. Children of all ages need verbal feedback from time to time but this is particularly effective in the early years and KS1 where children may be unable to read written comments. The

adult will initially talk to the child about how they have met the learning intention and the success criteria and then discuss a specific part of the work with them. This may be to correct a child's understanding or to extend their learning. When verbal feedback has been given the work will be annotated with 'V'.

### **Self and Peer-Assessment**

When possible, children will be given the opportunity to self/ peer mark their work against the learning intention and the success criteria. For this to be effective, teachers will model the marking process at regular intervals and support this with written prompts and checklists for success criteria which will be referred to when marking. Adults will remind children of the symbols that are used throughout the school. (Marking symbols should be clearly displayed in every classroom).

### **Foundation Stage**

Younger children will be encouraged to self-assess against their learning by the completing a smiley face. A blank smiley will be included on a sticker alongside the learning intention which the children will complete at the end of the activity.

There may be a verbal discussion with an adult, which can be identified with a 'V', with comments made to support a child's judgement.

### **Key Stage One**

As children move into Year 1 Peer assessment can start, they will check their partners work against a success criteria to develop the skills needed to self- assessment, from Spring term self-assessment can start verbally and continue to build towards the end of the year in Summer term to children using pink pens/pencils.

Year 2 will begin to use a pink pen. They will put a ✓ next to any success in their work, if a misconception or correction needs to be made, they can use '.C'

This will be done in preparation for moving into KS2. This process will need to be modelled by teachers as part of the self-assessment journey.

### **Key Stage Two**

- The children will identify their successes using a pink pen by using ticks.
- When writing the children will underline with a ruler, words or phrases that meet the success criteria.
- When completing work, the children will use a marking symbol next to L.I. or title if they have a full understanding ( ✓, ✓✓ or 😊 )
- If marking ladders and success criteria are put in books, both the child and the adult must complete these, with the child using their pink pens.

Where an improvement is to be made by the child this will be identified using '.C'

**Improvements will then be made at the bottom of the page at the end of the work using their usual writing equipment, not coloured pencil or in the margin if able e.g spelling mistakes. (See appendix for examples.)**

### **Reflection time**

Children will be given time (usually at the beginning of the next related lesson after the teacher has marked the work or during morning registration time) to discuss or read the feedback that has been given and to make their response and improvement. In KS1, teachers need to provide a similar opportunity for discussion of work, sharing comments and making note of children's responses.

### **Appendix:**

#### **Marking symbols that we use at Staniland**

I = independent work

S = supported work

V = verbal feedback given

.c = correction needed

\* = highlighting persistent mistake.

sp = spelling

✓ = I have checked your work/ I like this

✓ ✓ = Really great work.

😊 = Excellent work that is above and beyond the child's normal expectations.

INT = intervention given and initials of adult.