



English Feedback Policy

Written by:

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“We believe that three principles underpin effective marking: it should be purposeful, manageable and motivating. Marking practice too often responds to myths and fads, rather than focusing on these principles”

Eliminating Unnecessary Workload around Marking (DFE March 2016)

At Galley Hill, we believe that effective feedback is essential in ensuring that pupils make rapid progress. This valuable interaction between teacher and pupil is a way of: acknowledging pupils' work; checking the outcomes from a lesson; and making decisions about what the teacher and pupil need to do next.

Feedback is given to all pupils regularly and consistently in line with this policy. In order to maintain pupil motivation and raise self-esteem, it is important that pupils receive feedback for every piece of work and that children know that their efforts are valued. Feedback can take a range of forms and all are valuable in their own way: verbal feedback, written feedback, peer feedback and self-assessment. The way in which pupils receive feedback depends on their age, ability and how they learn best. However, feedback is always given to every child during or after each lesson as a matter of course, supportive, directional, informative, shared and diagnostic.

The Purpose of Feedback

Feedback is given to pupils to help them to:

1. Understand what they have done well;
2. Understand how to improve;
3. Make visible signs of progress as a result of feedback so standards are ultimately raised;
4. Embed and consolidate learning;
5. Allow opportunities to apply learning through further challenge.

Success Criteria

Success criteria will be shared with pupils when work is set for each lesson and will be differentiated appropriately. Children's work must always be marked against this success criteria.

Stamps

Marking must be clear and simple for the children to understand. To achieve this, three types of stamps are used for marking children's work to indicate whether they have met their success criteria:

- A purple bee is used to indicate that the success criteria has been fully met;
- A blue dolphin is used to indicate when a child has partially met the success criteria;
- A black dog is used to indicate when a child has not met the success criteria at all.

The stamps and their meanings must be displayed on the wall in each classroom and intervention room.

Marking Codes

Marking codes are used to provide time-efficient feedback for written work. They are stuck in the front covers of all books and enlarged copies are visible in every classroom for adults and children to refer to. The marking codes vary depending on the age of the child (see Appendix 1 and Appendix 2). All adults within school are expected to use these codes and children can use them when peer assessing or self-assessing written work.

Non-Negotiables

It is expected that children include non-negotiables in their writing that are fitting for their age and ability (e.g. punctuation, finger spaces, joined writing, writing on the lines, not going over letters, not colouring in full stops and words spelt to their current spelling ability). The teacher must provide children with feedback if they are not using non-negotiables and then insist the child acts upon that feedback straight away.

Children should be asked to practise a maximum of three spellings for a piece of work. The teacher spells the word correctly for the child in their book and the child copies the spelling correctly three times, going across the page. If a child copies spellings incorrectly, the teacher must speak to the child and explain that the expectation is that they copy the spellings correctly. The child should then copy words correctly in the future.

Children should be asked to correct non-negotiable punctuation errors or omissions. It is at the teacher's discretion as to whether the pupil adds or corrects all punctuation or whether they only correct a section. However, progress should be evident following this response.

Verbal Feedback

Verbal feedback happens naturally throughout lessons and should be recorded in the margin using * and one or two words. This is used to help monitor the impact of verbal feedback but also as a reminder to that child. The best feedback is immediate and allows children to act upon the feedback straight away.

Feedback during Response Session

When marking children's books, it is vital that teachers model correct spelling, grammar, punctuation and the agreed school script.

Our marking code means that teachers do not need to provide written feedback to show the children what they have done well. The stamps show whether success criteria has been met and ticks or double ticks indicate good or excellent areas in the children's work. Teachers do not write generic, complimentary praise.

When a child is given a bee stamp, they are given an extra challenge. If a child receives a dolphin or a dog, they are given feedback to help them meet the success criteria. Children respond under the stamp, starting at the margin. The table on the next page details how marking should be completed, depending on how successful the children have been in a specific task.

Success criteria has been met		Careless non-negotiable errors	Children haven't met the success criteria	
Non-negotiables used and all elements of the success criteria met ↓	Non-negotiables used and all elements of the success criteria met, but vocabulary can be improved ↓	Punctuation omitted or used incorrectly/ letters formed incorrectly in KS1 ↓	Attempted to meet the success criteria ↓	Lack of understanding of success criteria ↓
Complete Challenge A on the IWB This challenge will include a prompt such as an example or steps	Complete Challenge B on the IWB This challenge will include a prompt such as an example or steps	Use of marking code to show children where improvements needed.	Complete Challenge C on the IWB This challenge will include a prompt such as an example or steps	Children should be invited to the Response Table to work with the teacher to address misconceptions and improve work.

Methods of Marking

1) Challenge

- ✓ **Challenge A** - Offer a differentiated challenge to the children to **extend** their learning in that particular area.
- ✓ **Challenge B and C** – A challenge which will **consolidate/extend**.
- ✓ **Top Tips** – Occasionally, the challenge set might be to write a 'Top Tip' on how to be successful in this area. These could possibly be photographed/ duplicated to display in class to support other children. 'Top Tips' may be verbal in Year 1.
- ✓ **Explanation** – Occasionally, the challenge might be to ask children for a written explanation. Explanation may be verbal in Year 1.

2) Careless non-negotiable errors - Children should be asked to correct or add the non-negotiables highlighted using the marking code. However, it may be more appropriate for the children to add or correct non-negotiables without marking codes prompt- instead the start of a paragraph could be highlighted pink.

3) Response Table - If children have shown a lack of understanding, they should be invited to the Response Table to address misconceptions.

Strategies for self-assessment include:

1. Success criteria grids for creative writing

These should include a maximum of 3 “I can...” statements and an extra challenge. The number of statements given should relate directly to the needs, age and ability of the children. Children tick each statement at the end of their piece of creative writing to show whether they have met each statement. If they identify that they have not met one of the ‘I can’ statements, children should be given the time and encouraged to add this during an editing lesson.

2. Use of red pens

Children use red pens to tick and double tick where they believe they have met their success criteria. This provides teachers with some evidence of the children’s understanding of the success criteria and their understanding of their progress.

3. What I have done and what I can improve sentences

At the end of a piece of work, children can compose sentences with the following starters:

This lesson, I have...

I could improve my work by...

Children can then go on to improve their work in the way they have specified.

Peer Assessment

Children will read one another’s work and then fill in the peer-assessment grid to tell their partner what they have done well and one way they could improve their work. The children will then improve their work in the way suggested by their partner.

Monitoring of Marking and Feedback

Marking and feedback given to pupils is monitored by the Senior Leadership Team alongside the relevant Subject Leaders in line with the school’s Monitoring and Evaluation Schedule. Findings are reported to the school’s governors in the Head Teacher’s Report each term. Discussions with children are carried out alongside book scrutinies to ascertain whether children are able to articulate and understand what they have done well, their next steps for improvement and the progress they have made throughout the year.

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Appendix 1 – Key Stage 2 Marking Code



Key Stage 2 Marking Code

√√	I really like this
√	I like this
*	Verbal feedback given
C	Capital letter missing
P	Punctuation missing
//	New paragraph needed
~~~~~	Improve this sentence
_____	Correct this spelling

## Appendix 2 – Key Stage 1 Marking Code



### Key Stage 1 Marking Code

√√	I really like this
√	I like this
*	Verbal feedback given
C	Capital letter missing
○	Full stop missing
P	Exclamation mark, question mark or comma in a list needed
hhhh	Improve this sentence
—	Correct this spelling

### Appendix 3 – Peer Assessment

Peer assessment completed by:



What I really liked

What I would improve

1. _____

_____

_____

2. _____

_____

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_____

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_____

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