1. Title Page

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2.   Contents

3. Introduction

At Higham, we recognise the importance of feedback as part of the teaching & learning cycle and aim to maximise the effectiveness of its use in practice. We are also mindful of the workload implications of written marking, and of the research surrounding effective feedback. Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation and other expert organisations. We recognise the most effective feedback is given face to face with the child, where they can see what they have done well and are encouraged to see for themselves what they need to improve, being given time to make changes and try alternative ideas. This way the teacher can explain and model what they need to do to get the best out of the feedback given.

4. Aims

Feedback should:
- Encourage children to become independent and resilient learners, evaluating their own and other's work.
- Be timely and provided at the point of need wherever possible to promote children's success.
- Celebrate children's success, demonstrating that their work is valued.
- Provide meaningful and supportive feedback to the child.
- Identify misconceptions or misunderstandings and prompt correction of errors.
- Provide clear strategies for improvement.
- Lead to an improvement in a piece of work and subsequent work.
- Reflect high expectations across the school by all adults and pupils.
- Relate to the learning objective.
- Respond to the accurate application of basic skills appropriate to age and stage of development e.g. spelling and punctuation.
- Be used to inform future planning.

5. Key principles

Feedback should be:

Meaningful: feedback should be appropriate to the subject and content being taught and the age and stage of development of the child. Feedback should be timely and respond to the needs of individuals. It should have a single purpose – to advance the progress children make. Feedback should at all times reflect high expectations by all staff and pupils.

Manageable: feedback should be proportionate and consider the frequency and complexity of feedback as well as the impact in relation to the workload of teachers.

Motivating: feedback should help motivate children to progress. Continuous verbal feedback from the teacher / teaching assistant as well as peers should be measured against clearly defined steps to success. Verbal feedback should address misconceptions, increase children's responsibility for their own learning, increase resilience and support challenge.

6. Links to other curriculum policies

➢ Assessment
➢ Behaviour
➢ Curriculum
➢ Early Years Foundation Stage
➢ Handwriting
➢ Special Educational Needs and Disabilities
➢ Subject specific policies e.g. English, Mathematics
➢ Teaching and learning

7. Learning Objectives

Learning objectives are evident in children's English, Mathematics, Science and Humanities books for each lesson using the specified format below. In RE the 'Big Question' will be written instead of the learning objective. Learning objectives should be focused on skills in line with the curriculum (in child speak). It will start with stems such as: "to know" "to understand" "to be able to". These will be shared with pupils during the lesson. The learning objective will be highlighted by the adult to demonstrate if it has been achieved as follows:

Green – Learning objective met
Blue – Learning objective partially met
Orange – Learning objective not met

7.1 Foundation Stage

Writing or Reading

Date:	
☺	
I	S
Applies phonetic knowledge	forms recognisable letters

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Drawing club - Stage 1

Date WB		Story		
This week in drawing club I...				
Drew a character	Drew a setting	Added adventure	Added adventure	Added adventure
Making Marks	Marks with meaning	Letters/numbers	Emergent Writing	Real Words

Drawing Club - Stage 2 for those who are ready

Date WB		Story		
This week in drawing club I...				
Drew a character	Drew a setting	Added adventure	Added adventure	Added adventure
applies phonetic knowledge			forms recognisable letters	

Not Writing or Reading

Date:	
☺	
I	S

7.2 Key Stage 1

Writing

Date:				
Learning Objective:				
I			S	
A B C		●		✔
Capital letters	Finger spaces	Full stop	Correct letter formation	Makes sense

Not writing

Date:
Learning Objective:

I	S

7.3 Key Stage 2

Date:	
Learning Objective:	

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8.   Feedback

Research indicates that feedback is most effective where the classroom climate allows for pupils to make mistakes. Pupils need to develop an honest, trusting and productive relationship where the adult can point out both the areas where they have achieved the learning objective but also the areas that require further development. A variety of pupil-level factors, such as pupil motivation, self-confidence, trust in the teacher and working memory, are all likely to impact the effectiveness of the feedback provided. Teachers need to prepare pupils for receiving feedback, for example by; discussing the purpose of feedback; modelling the use of feedback; providing clear, concise and focused feedback and by ensuring pupils understand the feedback. Careful planning is required to provide time and opportunities for pupils to use and respond to the feedback given so that pupil learning can progress.

At Higham, work is assessed and feedback given in a variety of ways:

- ➢ Live feedback within a lesson
- ➢ Small groups where appropriate
- ➢ Distance written feedback after a lesson
- ➢ Whole class feedback
- ➢ Self- and peer-assessment

8.1   Live feedback within a lesson

Live marking allows a teacher to check that each child has the correct level of challenge: misconceptions can be identified and addressed, small errors corrected and additional stretch can be given where appropriate.

Live marking is time-efficient and reduces the need for distance marking at the end of the day. This is in turn frees up time to plan for the next day.

Live marking can be written or verbal.

If a child has needed help within the lesson, the adult giving the help will indicate this (see marking code) This will support the teacher's summative assessment at the end of term.

8.2   Small groups
A conversation with a child or group of children about their work can be more effective than written marking as both adults and children develop a shared understanding of next steps.

8.3   Distance written feedback
When immediate feedback cannot be given, work is assessed later to inform future planning and provide feedback to pupils.

Teachers exercise professional judgement about the level of written marking that is required. This varies according to age group, subject and task.

Lengthy written marking is not a proxy for effective feedback.

The adults handwriting should be a good examples of the schools' handwriting policy (see Handwriting policy)

Longer pieces of writing will be marked using the marking code and constructive written comments will also be given. Marking should be positive, clear and appropriate in its purpose, offering constructive feedback linked to the learning objective. The outcomes need to inform planning, teaching and learning.

In Mathematics work must be marked to show whether an answer is right or wrong. A comment may also be added which tells the child which features need to be improved e.g. errors in processes, misunderstanding of concepts, misspelt mathematical vocabulary, accuracy and quality of presentation. Errors in processes may be highlighted in orange. Pupils may be asked to respond to the marking by working through an example. From Year 2 onwards, any corrections will be completed in purple pen and should be written either next to the original questions or at the bottom of the piece of work.

8.4   Whole class feedback

This works when similar feedback can be given to the whole class: a common misconception or shared next step.

Whole class feedback is also helpful to model the feedback process and support self- and peer-assessment. Marking one piece of children's work as a group/class also teaches particular points at the same time.

After this, children may then mark against a checklist (written or oral) of requirements such as features of a genre or a good descriptive sentence. This may be particularly evident in longer pieces of writing.

8.5   Self-marking (From year 2)

Children mark their own work in purple pen and have opportunities to correct as they go along.

Children may be given answer sheets to ensure accuracy of marking.

When work is self-marked, teachers will look at all books to check for accuracy and plan next steps for individuals and groups of children.

8.6   Peer-marking (From year 2)

Children mark a partner's work using purple pen or using answer sheets.

When work is peer-marked, teachers will look at all books to check for accuracy and plan next steps for individuals and groups of children.

9. The Marking Code

The Marking Code will be used to indicate areas for development. Children will be given the opportunity to review, edit and improve their work. Spelling errors will be indicated so the children can then correct them or be supported with them; there should be a focus on high-frequency words. The adult models the correct spelling or the child corrects it using available resources and, where appropriate, will copy the word a number of times or use it in a sentence. Blanket marking of all errors is not acceptable as it will demoralise children. Correction of spelling should not inhibit pupils' experimenting with more adventurous vocabulary.

The marking code must be clearly displayed in the classroom.

9.1 The Marking Code Years 1, 2 and 3

Code	Comments
(green)	Positives in a piece of work will be highlighted in green. This may include; specific examples of where the learning objective has been met; the use of ambitious vocabulary; well-chosen words/phrases/expressions/sentences; correctly used punctuation.
(orange)	Spelling mistakes, punctuation mistakes including missing capital letters and full stops will be highlighted in orange. These will be corrected at the end of the piece of work as appropriate depending on the age and stage of development.
?	Does not make sense. A wiggly line may be used to indicate which part doesn't make sense
✓	Correct answer
•	Incorrect answer or the specific mistake will be highlighted in orange in mathematics
hp	Number of house points awarded. Please see behaviour policy for further details.
	Merits are awarded for outstanding pieces of work. The work will be stamped and then recorded on their merit card.

9.2 Marking Code Years 4, 5 and 6

Code	Meaning	Comments
✔✔	extra good bit	Positives in a piece of work will be double ticked or underlined in green. This may include; specific examples of where the learning objective has been met; the use of ambitious vocabulary; well-chosen words/phrases/expressions/sentences; correctly used punctuation.
sp	spelling mistake	Symbol written in margin and incorrect word underlined with a wiggly line as appropriate depending on age and stage of development.
P	Punctuation missing or mistake	Symbol written in margin and error circled as appropriate depending on age and stage of development.
g	Grammar mistake	Symbol written in margin and mistake underlined with a wiggly line as appropriate depending on age and stage of development.
C	Capital letter missing	Symbol written in margin and mistake circled as appropriate depending on age and stage of development
^	Missing word or words	Symbol written to show where words or words are missing
//	New Paragraph or new line	Symbol written to show where the new paragraph or line needs to be
?	Does not make sense	Symbol written in margin and section that does make sense either underlined with a wiggly line or a large bracket in the margin is used if it is a larger section of the work.
✓	Correct answer	Answer is correct
•	Incorrect answer	If incorrect, corrections to be written next to the original answer.
hp	House points	Number of house points awarded. Please see behaviour policy for further details.
(Merit Stamp)	Merit Stamp	Merits are awarded for outstanding pieces of work. The work will be stamped and then recorded on their merit card.
S	Supported	This symbol may be used to show additional support has been given
VF	Verbal Feedback	This symbol may be used to show verbal feedback has been given