



Feedback Policy

Policy Details

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Contents

| | |
|--|----|
| 1. Introduction | 3 |
| 2. At Courthouse Green | 3 |
| 3. For Feedback to be effective | 4 |
| 4. How do we mark work? | 4 |
| 5. Margin Marking..... | 4 |
| 6. Developing self and peer assessment strategies..... | 5 |
| 7. Feedback in Literacy | 5 |
| 8. Feedback in Maths..... | 6 |
| 9. Feedback in Reading Journals..... | 6 |
| 10. Monitoring of Marking..... | 7 |
| 11. Appendices..... | 8 |
| Appendix 1 – EY and Key Stage 1 Marking code..... | 9 |
| Appendix 2 – Key Stage 2 Marking Code | 10 |

1. Introduction

“The first fundamental principle of effective classroom feedback is that feedback should be more work for the recipient than the donor.” (D. William)

At Courthouse Green, we recognise the importance of feedback as an integral part of the teaching and learning cycle. It should always aim to produce an improvement in children’s learning. To accelerate progress and improve outcomes, based on the research of John Hattie, we ensure that through feedback children can answer the questions:

| | |
|-------------------|----------------------|
| Where am I going? | Success Criteria |
| How am I going? | Marking and Feedback |
| Where to next? | Target setting |

2. At Courthouse Green

- Feedback is specific, accurate, meaningful and clear
- Feedback puts the onus on the child to think hard so that it improves their understanding, correcting their own mistakes
- Feedback should alert the teacher to misconceptions, so that the teacher can address these in subsequent lessons
- Time is always given for children to act on the feedback, it is planned as part of the learning sequence.

A culture of a self-efficacy is developed in the classroom so that children welcome feedback as a constructive way to improve their learning. To be effective learners, children must know what they have done well (pink) and be clear on how they can improve further (green/vf). Feedback must empower a child to take responsibility for improving their own work; it should not take away from this responsibility by adults doing the hard thinking work for the pupil.

Teachers are expected to plan and implement the most effective marking and feedback strategy to improve pupil outcomes. Teachers make professional judgements about when is the right time to intervene and which method of giving feedback will have the greatest impact on learning.

Feedback is tailored to suit the time and level of proficiency in the learning sequence. Teachers choose the level of feedback in response to the children’s work.

| | | |
|---------------------------|--------------------------|---|
| New Learning | Task level Feedback | Is the task correct or not? Feedback to directly address mistakes. Eg. Find and fix |
| Some level of proficiency | Process Level Feedback | Application task that enables children to apply the process in a new context. Eg. |
| High level of proficiency | Self-regulation Feedback | Self-assessment task/ Reflection and response to own learning. |

3. For Feedback to be effective

- There must be a clear learning intention with clear success criteria identified, feedback is given in response to the learning outcome and success criteria.
- Comments must be concise, clearly written and easy for the learner to understand.
- It encourages and supports further effort to reach the desired goal.

4. How do we mark work?

- The WALT is displayed with the work and the teacher marks to this so that the child understands the purpose of the marking. The WALT is highlighted pink or green depending on whether or not the child has met it.
- In literacy, the success criteria will be in a child's book and highlighted pink if achieved and green if not achieved.
- In Maths, correct work will be ticked and a dot if incorrect – this may be from the teacher, LSA, the child or their peer.
- Before handing their work in, children in KS2 are encouraged to underline in a pencil crayon, to show where they have met the SC, the Teacher then confirms this by highlighting the success criteria in pink / green.
- Praise for effort may be given through a motivational sticker or a dojo point linked to a core value
- When necessary:
- teachers' green developmental comments, either verbal or written, will be specifically related to the WALT or success criteria
- green tasks should further develop children's learning by correcting misconceptions or giving further opportunities to apply or practise skills.
- To support the development of children's writing skills, teachers will identify a personal area of development at the end of an extended piece of writing, from the success criteria. If all of the criteria have been achieved, an individual writing target will be given. An up arrow will mark the target, this should include a handwriting or presentation target if needed.
- For Key Stage 1 children (and SEN in key stage 2) areas of development are shared with children through marking symbols.

5. Margin Marking

Before marking a piece of work, the teacher expects the child to self-edit their work and ensure the year group non- negotiables and the success criteria are in place. Margin marking will highlight where mistakes have been made whilst still ensuring children's ownership of editing and correcting their own work.

Key stage 1- spelling or incorrect punctuation will be highlighted green for children to correct.

Key stage 2- marking code will be used in the margin with the error underlined in green pen so that children can locate errors. Children will use a purple pen to correct.

6. Developing self and peer assessment strategies

To ensure that feedback is an integral part of the learning cycle children have regular opportunities to reflect on their work, to develop the skills of accurate and precise feedback which they use to improve their work and that of others.

This could be through:

- Marking a piece of work together identifying strengths and areas of development to focus children on the success criteria of the lesson.
- Modelling practice that supports self/peer assessment
- Working on a common misconception from the previous lesson
- Editing and improving previous work

7. Feedback in Literacy

Most writing sessions will include or be followed up with editing time. During this time, children will receive whole class feedback about strengths and areas for development and direct teaching about how to identify and address individual weaknesses.

| Writing sequence | Examples of feedback given |
|----------------------|--|
| Generating ideas | <ul style="list-style-type: none"> • During and post-lesson, teachers scan work from whole class • Whole class feedback given, sharing & discussing good examples & examples to improve • Address common spelling mistakes & use as a teaching point • Children given time to edit & improve |
| Sentence/skill level | <ul style="list-style-type: none"> • Time given for children to self/peer assess against SC • Children underline achieving SC with pink pencil crayon • Teacher reads work & pinks WALT if achieved. Teacher does not need to pink work but may want to highlight particular successes • Marking codes used for grammatical/spelling mistakes • Whole class feedback given & editing time if many learners have not achieved SC |
| Planning | <ul style="list-style-type: none"> • During and post-lesson, teachers scan work from whole class • Whole class feedback given, sharing & discussing good examples & examples to improve • Address common spelling mistakes & use as a teaching point • Children given time to edit & improve |
| Drafting (iPad) | <ul style="list-style-type: none"> • All children's work read & marked • Marking code for grammatical & spelling errors |

| | |
|-------------|---|
| | <ul style="list-style-type: none"> • Up arrow for compositional improvements • List of individual children for 1:1 verbal feedback; voice note feedback to specific parts of the text • Editing time given |
| Final write | <ul style="list-style-type: none"> • Editing/proof reading time given • Children assess own work against SC, underlining where this has been achieved in pencil crayon • Teachers marks using marking codes/margin marking • Teacher pinks or green SC, with an up arrow target (see above) |

8. Feedback in Maths

Effective feedback in maths lessons could be in the form of:

- Children self-marking calculations and fixing any corrections – time is set aside for this within lessons
- Teacher live marking during lesson
- Whole class feedback on strategies used to problem solve
- A focus assessment question for teachers to mark thoroughly
- Marking or verbal feedback of **independent** journal entries
- Verbal feedback to individuals or groups within lessons
- Whole class feedback within the lesson, or at the start of the next lesson, to address misconceptions

Where children have achieved the learning intention, the WALT will be pink as an acknowledgement from the teacher. Any section of the work that the teacher would like the children to have another go at, will be highlighted in green – this may include a scaffold or worked example to help them succeed.

9. Feedback in Reading Journals

Effective feedback in reading lessons could be in the form of:

- Children self-marking questions where the mark scheme is a specific answer – time set aside for this within lessons
- Whole class feedback on questions which require a longer answer and evidence – time given to children to reflect on and improve their response
- A focus assessment question for teachers to mark thoroughly
- Marking or verbal feedback of independent written work
- Verbal feedback to individuals or groups within lessons
- Whole class feedback at the start of the next lesson to address misconceptions

Where children have achieved the learning intention, the WALT will be pink as an acknowledgement from the teacher. Any section of the work that the teacher would like the children to have another go at, will be highlighted in green – this may include a scaffold or worked example to help them succeed.

10. Monitoring of Marking

The quality of feedback and the impact it has on learning is regularly monitored by Year Group Leader and by the Senior Leadership Team.

11. Appendices

| | |
|-------------------|---------------------------------|
| Appendix 1 | EY and Key Stage 1 Marking Code |
| Appendix 2 | Key Stage 2 Marking Code |

Appendix 1 – EY and Key Stage 1 Marking code



Appendix 2 – Key Stage 2 Marking Code

CL incorrect capital letter

// new paragraph

→ indent paragraph

^ insert missing word or phrase

↑ up-level choice of vocabulary

p punctuation

gr grammar: doesn't make sense - why? subject and verb agreement/ determiners/prepositions

T tense

sp spelling

h.w handwriting

P presentation