



Feedback Policy

Rationale

At St Mark's, we recognise the importance of feedback as an integral part of the teaching and learning process, and aim to maximise the effectiveness of its use in practice.

Our policy is therefore underpinned by the following core principles:

- The purpose of feedback is to further children's learning and empower them to take responsibility for improving their own work - feedback is most effective when:
 - It is done in the lesson
 - It is done with the child present
 - It helps children know what they have done well
 - It helps children know how to improve
 - It is acted upon!
- The impact of feedback diminishes over time - therefore feedback within a lesson is more effective than comments provided at a later date
- Feedback is one part of the schools' wider assessment processes which aim to provide challenge and development for ALL learners
- Teachers should be able to decide on the most effective feedback that supports their learners' progress
- Any written feedback (marking) must be meaningful, manageable and motivating for example targeted next steps
- The use of marking codes further support the feedback process with immediate and specific communication of areas to improve

What this looks like in the classroom

Type of feedback	What it looks like	Evidence
Immediate	<ul style="list-style-type: none"> ● AfL in the lesson - gathering feedback i.e. whiteboard work, book work, target questions ● Happens within the lesson - whole class, groups or individuals ● Often given verbally to children for immediate action ● LSA may also support this feedback whilst working with a small group or individual as directed by the teacher ● Mini-plenaries which may redirect the focus of the lesson ● Honesty cards, scaffolds, prompt cards 	<ul style="list-style-type: none"> ● Learning Walks ● Improvement in books - change in direction for the child mid lesson ● Lesson planning ● Pupil conferencing ● Marking codes/annotations
Plenary	<ul style="list-style-type: none"> ● Takes place as a plenary at the end of the lesson or mini-plenary in the lesson ● Provides an opportunity for evaluation of learning in the lesson ● Self or peer assessment may provide feedback - against agreed criteria 	<ul style="list-style-type: none"> ● Learning walks ● Improvement in books during the lesson ● Self and peer assessment ● Results from quizzes or tests ● Changes in planning

	<ul style="list-style-type: none"> • Different activities such as quizzes, tests, questions may provide understanding by learners • Guides future plans/actions 	
Feedforward	<ul style="list-style-type: none"> • Next lesson review/feedback given to children and time to respond - this will include identified strengths, areas for development & time for children to work on identified development areas. • Marking code used in English & some appropriate annotations if required • Proof-reading and editing in writing • Changes to planning and common misconceptions/errors planned for in the next lesson or subsequent lessons 	<ul style="list-style-type: none"> • Learning Walks • Improvements in books - next lesson picking up on errors and misconceptions through editing or skills taught • Evidence of editing and redrafting as appropriate with purple polishing pens • Changes in planning
Summative	<ul style="list-style-type: none"> • Changes in planning and curriculum where appropriate for next lesson, series of lessons or next time it is revisited • Supports interventions for groups and individuals for specific areas of development • Different activities such as quizzes, tests, questions may provide understanding by learners 	<ul style="list-style-type: none"> • Adapted planning • Intervention plans and evidence in books of specific work for particular groups/individuals.

Verbal feedback:

- Should refer to the key learning and be positive as well as constructive
- Should recognise effort as well as achievement
- Should be the primary source of feedback

Marking Codes and Appropriate Written Feedback:

- Should be eligible and easily understood
- Should be responded to by the learner
- Be in a different colour to purple polishing pens

Procedures for feedback:

The purpose of feedback is primarily to enable children to make progress. It should always be meaningful and motivating, and not require excessive teacher time.

- English and Maths work may be reviewed on a daily basis using a 'Whole Class Feedback' sheet (appendix 1). Where this is not used, the principles of the template should be thought through and used when planning for the next lesson(s). The feedback sheet should mostly inform the next day's lesson which should include time for children to respond to feedback and make their improvements. Sometimes the feedback will show a misconception or error that may require an adaptation to the curriculum or a series of lessons.
- The use of our marking code (see appendix 2) should give individual feedback to children where they may need to change a spelling, grammatical error etc.

Purple Polishing Pens

Where required, purple polishing pens should be used by children in Years 1-6 to improve/ correct their work/ respond to feedback.

- Purple polishing pens are only used by children and the same expectations for presentation should be communicated to children - an editing strip may be more appropriate in some cases.

- These do not need to be used on every piece of work but on selected pieces where improvements are to be made.
- Children will need to be clear about what they are correcting (e.g. secretarial skills such as punctuation or spelling / using a thesaurus to improve words / changing the structure of a sentence / correcting sentences for sense/ correcting calculations/ using a more efficient method).
- Any further errors made by a child when using the purple polishing pen such as spellings should be corrected by the teacher and noted on for further input within a later lesson.
- Peer marking is also completed using the purple polishing pens and the child initial's this marking
- Children should retain their pride and quality of handwriting when using the pens.


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To be reviewed January 2025

Appendix 1 – Suggestion for Whole Class Feedback Sheet

Date:	Lesson: Maths/English
Work to Praise and Share	Need Further Support
Presentation (ie) handwriting, MrDumtums, digits formation/alignment of squares etc	Basic Skills Errors (ie) capital letters/number bonds/reversals etc
Misconceptions and Next Lesson Notes	

Appendix 2 - Marking Codes

//	Start a new paragraph
^	Missing word/s
Sp HFW CE	Spelling mistake High Frequency Word Common Exception
○	Missing or wrong punctuation
	This word or phrase needs changing
→	Next step
Ⓢ	Speak to teacher
Ⓛ	Learning achieved
Ⓜ	Independent work
Ⓢ	Supported
Ⓥ	Verbal Feedback