

EFFECTIVE FEEDBACK POLICY



NO OUTSIDERS

EVERYONE IS WELCOME.

'Aspire to be Amazing'

Ashton Hayes Primary School

Church Road, Ashton Hayes, Chester, Cheshire CH3 8AB



Erasmus+




**Cheshire West
and Chester**



Supporting Social Communication



**Cheshire West
and Chester**

In Consultation With		
Date Agreed	Name	Position
February 2025	Jon Gilbert 	Headteacher
February 2025	James Lutton	Chair of Governors
Date for Review:	February 2028	

Effective Feedback Policy

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Feedback and marking should provide constructive support to every child, focusing on success and improvement needs. It is an essential part of planning, assessment, learning and teaching. The purpose of giving feedback is to inform both the teacher and child of their progress towards an objective and to assess the degree of learning taking place. We believe that feedback in the presence of the child is the best form and it is preferable to mark in the presence of the child as often as possible. Responding to children's work through constructive feedback acknowledges achievement, promotes positive attitude and behaviour, and leads to an improvement in standards across the curriculum.

Education Endowment Foundation: 'A Marked Improvement' (Elliott et al., April 2016) states: "Careless mistakes should be marked differently to errors resulting from misunderstanding." This makes the distinction that marking highlights errors: spelling mistakes, grammatical errors, carelessness through lack of effort or not proof-reading. Feedback, then, should aim to clear up misunderstandings, and to ensure that pupils understand where they have gone wrong. There should be constant feedback to children through interaction and dialogue during lessons.

We:

- Provide high quality, instant verbal feedback in lessons
- Focus specific praise and attention on the learning of the pupils
- Use targeted talk about knowledge and skills
- Encourage pupils to think about where they're going, how well they are getting on and what's next.
- Understand that feedback needs to be appropriate to the age and stage of a child's learning.

Marking/Feedback at Ashton Hayes Primary School will:

- Help children become better learners by giving a clear picture of what they have done well, and what they need to develop
- Give recognition and praise for achievement
- Promote good progress and positive attitudes to learning
- Allow specific time given on a regular basis for children to reflect and respond to comments in KS1/2
- Use symbols that are consistent, unambiguous and appropriate to the child's maturity
- Equip children with the skills to peer and self-assess
- Inform future planning and individual target setting

Feedback principles

All pieces of recorded work in books will be marked; however, not all pieces of work need to be marked with a detailed comment. Teachers can use their discretion as to whether or not a piece needs detailed marking or can simply be acknowledged, as quality of marking will be judged on the impact it has on children's learning over time. Children will always receive verbal or written feedback on significant pieces of writing. Children are supported and guided how to edit and improve their own work. Focused marking will be used where appropriate to the task.

Many of the principles in this document will be used when the children are ready. For example, not all techniques will be appropriate in EYFS and therefore do not apply.

Teachers will:

- Always provide pupils with time to respond to comments.
- Highlight places where the child has best achieved the learning objective by writing ✓✓ next to the child's written text. If comments are needed in addition to the ✓✓ they should be added at the appropriate point in the text with a blue pen.
- Specific prompts may be given where an improvement needs to be made and not a general comment.

Symbols

These symbols are used to represent specific features that are to be corrected or improved. These symbols are shared with all children and displayed visually in the classroom so children can use them to improve their work. Children who self correct can use a different colour pen/pencil to show changes.

bekos Word underlined indicates that it is spelt incorrectly and that you need to find out how to spell the word.

~~~~ Word 'wavy' underlined indicates that it is overused, inappropriate or could be improved.

^ Means that a word has been missed out.



Incorrect punctuation



Indicates success or positive praise



Indicates next step

### **Additional Marking Key for Mathematics**

✓ Means the correct answer.

● Means the answer is incorrect.

## **Foundation Stage**

Within EYFS, the statutory framework states that Assessment plays an important part in helping parents, carers and practitioners to recognise children's progress, understand their needs, and to plan activities and support. Ongoing assessment is an integral part of the learning and development process. It involves practitioners knowing children's level of achievement and interests, and then shaping teaching and learning experiences for each child reflecting that knowledge.

Feedback will be within the learning opportunities and activities, throughout questioning and interaction with the children. Feedback will be a constant feature of the EYFS classroom as the adults interact with the children naturally during their learning.

When used in Learning Journeys, written comments are to provide a commentary about the learning context and have positive comments that reflect the child's achievements.

# Presentation Expectations

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## General Presentation Principles

- All work is dated and titled
- Years 3 to Year 6 write using a black pen in all subjects, except mathematics
- Reception to Year 2 write using a sharp pencil
- Self and peers assessment in **green pen,**
- Marking text **must** be written in line with the adopted school's handwriting policy
- Photocopied worksheets must be used as a minimum. If used these must be pre-cut by an adult to avoid children cutting out
- The margin is used for marking only
- Sharp pencils to be available at all times – children do not sharpen pencils in lessons

## Presentation in English

- Write on every second line – feedback on alternate lines
- Handwriting to be taught 3x a week. All children to be beginning to joining letters by the end of Year 2
- The use of photocopied worksheets must be kept to a minimum. If used these must be pre-cut by an adult to avoid children cutting out.