

Feedback Policy (Junior School)

Teaching and learning is centered around helping all pupils make progress. Effective feedback is an essential part of the education process. At its heart, it is an interaction between teacher and pupil: a way of acknowledging pupils' work, checking the outcomes and making decisions about what teachers and pupils need to do next, with the **primary aim of driving pupil progress**. This can often be achieved without extensive written dialogue or comments, sometimes short, challenging comments or oral feedback are more effective. The aim of the marking and feedback policy, is to ensure that staff in Junior School are using the best techniques to help pupils make progress whilst managing workload considerations so that time can also be spent on devising high quality lessons. It is also the purpose to shift the focus to the progress being made by the pupils. This policy has also been designed in conjunction with the input of the Junior School teaching staff and their experiences.



Core principles for marking and feedback

Feedback will take several forms: verbal, written, peer and self-assessment and each teacher will promote all forms of feedback. Type and depth of feedback will vary depending on the subject and age range but will include the core principles detailed below.

- Teacher feedback will drive future pupil progress, suggesting ways to improve and important learning points. **Teachers will mark in green pen.**
- Good work will be rewarded by the use of a Class Charts.
- Work will be marked regularly to provide pupils with information about where they should improve and how to do it.
- Errors in content, style or presentation will be highlighted in pink. A green highlighter will be used throughout to highlight good work. Pupils are expected to rectify any highlighted errors in **purple pen**. Self-marking and peer marking will be carried out in **purple pen**. If a pupil redrafts work or make improvements based on teacher feedback this will also be in **purple pen**. Where verbal feedback has been given a teacher will use the abbreviation VF. Improvements made due to verbal feedback can be completed in purple pen.
- Written comments at the end of a piece of work are only used to highlight something specific and significant and are not needed for every piece of work.
- Teachers may highlight or tick the learning intention to show that it has been achieved through the work.
- Teachers will **formally assess** pupils regularly in line with the school's assessment and reporting strategy. Assessments will be reviewed by teachers highlighting key class misconceptions and encouraging pupils to learn from their mistakes. Any corrections to assessments should be made in purple pen.
- Teachers will correct specific literacy issues on pieces of extended writing or if a repeated error is noticed across several pieces of work e.g. incorrect capitalization, paragraph structure, or spelling of subject specific key words. The shorthand symbols to be used are listed below.



Symbols to be used by class teachers where appropriate for their class

Symbol	Meaning
✓	correct answer
.	incorrect answer
©	correction for pupil to make <i>(in purple pen)</i>
 green highlighting	used throughout to highlight good work
 pink highlighting	used throughout to highlight errors in work
//	new paragraph
^	missing word
*	<i>(drawn above word)</i> choose a better word
○	<i>(letter or area circled)</i> punctuation error, including missing/misused capital letter
____ & 'sp'	<i>(word underlined, 'sp' in the margin)</i> spelling error
VF	Verbal Feedback
MADIC	Marked And Discussed In Class
S	Support given (work completed alongside teacher/support)
I	Independent work (written only to indicate independent work where support has been given in the same piece of work)

Junior School Setting Work Out Guidelines Teachers at Silcoates will support pupils to take pride in their work, value their books and property and know the importance of good presentation and handwriting. To encourage good quality presentation teachers will insist on the following:



Remember:

1. Each piece of work must start with a **date**, **learning intention (L.I.)** and/or a **title**.
2. The **date** and **title** should both be underlined with a **ruler** using the lines in the book.
3. The **long date** needs to be on the top line on the left hand side of the page and on the line underneath this, the **L.I** and/or **title**.
4. **Maths** – all work should have **title** and **page number (if appropriate)** at the top plus the **short date**; all need to be underlined with a **ruler**.
5. Use your pencil for all maths work and scientific drawings.

Improvement time

Pupils should be regularly given time for improvement especially in longer pieces of work. When pupils are self-editing and acting upon their targets in written work, they will use purple pen. The common language of “improvement time” will be used to refer to the time pupils spend responding to feedback.

Use of stamps

Stamps and stickers may be used to help teachers be time efficient. For example,

÷ - %
Please
show your
working out
× = ×



Use of Classroom Coordinators or members of the Learning Support team.

Classroom Coordinators will follow the marking guidelines guidance provided in the marking and feedback policy and record their initials by any comment or feedback that is provided.

Monitoring and Evaluation

All marking will be monitored through work samples, observations and learning walks carried out by the Head of Junior School and Junior School subject leaders.

The School is fully committed to ensuring that the application of this policy is non-discriminatory in line with the UK Equality Act (2010). Further details are available in the School's Equal Opportunity Policy document.

Reviewed by:	Mrs Moss – Head of Junior School		
Date of last review:	April 2023	Date of next review:	April 2024

