



Grove House Primary School

Feedback Policy

At Grove House Primary School we are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at, Grove House Primary School. We recognise our responsibility to safeguard and promote the welfare of all our pupils by protecting them from physical, sexual or emotional abuse, neglect or bullying.

As an organisation, we recognise our responsibility to safeguard and promote the welfare of all our pupils, which includes all aspects of health promotion and prevention.

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Purpose

to celebrate and recognise pupil achievement
to provide teachers with evidence of pupil progress and attainment
to provide teachers with evidence for target setting
to identify pupils next steps in their learning

General Marking

Pupils spend a great deal of time and effort in producing their work. At Grove House we are always mindful to ensure that marking builds self-esteem and guides pupils towards the next steps in their learning. Marking is clear and meaningful and should never detract from the overall presentation of a piece of pupil's work. All work should be marked in green ink and any teacher comment also be written in green. Pupils will then act on their next steps using their Purple Polishing Pen.

All work should be dated and have a title, which should be underlined with a ruler. It should be marked as soon as possible after the completed task as this is part of the valuing process.

At the top of the page, by the title, there should be an indication as to which, if any, adult has worked with the pupil.

T- Teacher

TA- Teaching Assistant

After the lesson, pupil work should be marked with either a green or purple stamp. The green stamp indicates the learning objective has been met. If this stamp is used then learning should be adjusted to ensure differentiation and challenge for the next day.

Alternatively, a purple stamp could be used. This indicates that the learning objective hasn't been met. The teacher should then ensure action is taken to revisit learning either through **same day intervention or through appropriate differentiated learning for the next day.**

On the occasions that teachers feel a short written comment is appropriate, they should always be constructive and positive. Comments like good or well done should be avoided unless you are qualifying the comment with more specific advice.

When writing in books, teachers should always model cursive handwriting, keeping any comments brief, neat and legible.

Verbal Feedback

Verbal feedback forms a powerful and important aspect of feedback for our pupils. Adults should therefore engage in a dialogue on how a pupil's work can be improved as a teacher offers purposeful intervention and deals with misconceptions during the lesson. This may prompt the marking process to begin during the lesson and be an opportunity for pupils to use their Purple Polishing Pens to immediately impact on their work. When verbal feedback is given, Teachers do not need to follow this up with written feedback or write the feedback that was given verbally.

Direct and Indirect Feedback

Teachers can either offer a pupil direct feedback, where they tell a pupil exactly what to improve and where, or indirect feedback which encourages the pupil to be more independent in identifying how and where improvements to their work can be made. This then allows teachers to consider this piece of work as independently for assessment purposes. This can be done either verbally for immediate action or during the marking process or after the task has been completed.

Marking in Mathematics

All written calculations should be marked with a small neat tick if correct or a dot if incorrect. Pupils who need to make corrections to calculations should do so by writing out the full calculation again, underneath or next to the error, using their Purple Polishing Pen. When correcting errors in pupils' work, teachers should clearly mark a few examples of the error in the work in a sensitive manner. The next step for learning for the pupil will stem from one of these errors.

Marking in Literacy and other subjects

If appropriate, teachers may use highlighters to identify good features of writing (green highlighter) or features that need further development (orange highlighter) This should only be done if it is felt that the pupil needs this level of direction and is more likely to be seen lower down the school. Teachers must be careful not to over highlight pupil work.

When marking work, teachers should;

- Use the appropriate codes to make the process of marking swift and purposeful
- Correct an appropriate number of spellings by writing the correct spelling of a word at the bottom of the piece of writing.
- Use the appropriate colour stamp to identify if a child has achieved the objective or needs further intervention
- Regroup pupils and ensure differentiation for learning is appropriate for the next day.

Next Steps

If children have calculations, spellings or a written comment to act upon, this should be done at the beginning of each lesson. Alternatively, this may be done during intervention time or during differentiated learning the next day.