



# MARUS BRIDGE PRIMARY SCHOOL

## FEEDBACK POLICY

**ADOPTED AT THE MEETING OF  
THE LOCAL GOVERNING BODY ON**

**Signature of Chair:** K. Catterall  
**Headteacher:** R. Aldridge

### **School Details**

**Nominated Lead Member of Staff:** Mr. Ross Aldridge (Headteacher)

<b>Policy agreed (date):</b>	19.09.23
<b>Policy published (date):</b>	19.09.23
<b>Next review (date):</b>	September 2025

### **The aims of this policy are to:**

- Explain how teachers provide feedback to pupils, provide clarity and consistency in expectations.
- Ensure our focus remains on quality feedback which has an impact on progress and learning.
- Ensure due consideration is given to the manageability of feedback to ensure there is no negative impact on teacher workload and well-being.
- Provide clarity on how our digital strategy, using Learning by Questions for example and other learning applications, supports effective feedback and pupil progress.

### **This policy will outline how we intend to ensure all feedback is:**

- **Meaningful**
- **Manageable**
- **Motivating**

### **Why give feedback?**

- ✓ To assess children's progress.
- ✓ To give *daily feedback* that leads to improved outcomes over immediately and over time.
- ✓ To provide pupils with the help they need to progress.
- ✓ To recognise and reward new learning and progress in skills and understanding.
- ✓ To ensure pupils reflect on their work and to develop self-evaluation skills.
- ✓ To ensure pupils are achieving their best in content, quantity and presentation.

### **When do we feedback?**

- ✓ We feedback all the time, and on written work during or as soon as possible after completion and before the work or book is returned for the next relevant lesson
- ✓ During the lesson feedback impacts directly and promptly on learning and progress.
- ✓ Where appropriate, children mark and review their own work and progress, with the teacher checking subsequently for misconceptions and chances to extend learning through review and challenge tasks.
- ✓ Homework must be acknowledged, and misconceptions addressed in school.
- ✓ When using interactive or online applications such as Learning by Questions, SPAG.com/Maths.co.uk and Times Table Rockstars/ Numbots, children are provided with instantaneous feedback and support to help continue their learning journey.

### **How do we give written feedback?**

- ✓ In green pen using a legible hand, exemplifying our handwriting scheme
- ✓ Using success criteria to support children's understanding of excellent writing and their ability to self-evaluate.
- ✓ In KS2 writing, pupils are coached to identify refinements, edit and improve extended writing as part of the writing process and use a blue pen for this.
- ✓ Providing encouraging remarks, praising success, using stickers and stampers.
- ✓ Giving practical/actionable advice that *children act upon* every time
- ✓ Peer marking, review and evaluation tasks completed in red pen and pencil (monitored by the teacher.)
- ✓ All pupils' work must be read and acknowledged by the teacher.
- ✓ English is marked as such *across the curriculum*.
- ✓ Corrections, including spelling and miscalculations, completed in **daily review time in red pen**. Selected high frequency spelling corrections are written out 3 times (across curriculum and checked by teacher).
- ✓ Feedback results in action, challenge and improvement every time, from day to day, draft to draft and over time
- ✓ In daily mathematics marking, pupils are given a challenge task, review task, or revisit a task.

### **Marking Conventions (see attached table for display)**

- ✓ Words spelt incorrectly will be identified using a wiggly line underneath and marked 'sp' for children to correct using word mats, displays or dictionaries.
- ✓ Teachers will identify a limited number of relevant corrections for spelling, including focus and high frequency words. The children should be supported to learn and recall the spelling of these words.
- ✓ Missing or incorrect punctuation will be identified by an underscore and corrected by the pupil.
- ✓ A circle will be used to identify missing or incorrectly used capital letters.
- ✓ Mistakes should be crossed out by the child with a neat line.
- ✓ Sp, P, and G initials used so that children can identify and correct errors in spelling, punctuation or grammar. Green line and circle used to support pupils to correct mistakes.
- ✓ Use of an effective word, phrase, sentence or paragraph should be recognised and shared with other learners.
- ✓ In KS1, highlighters and stampers are used as a visual prompts/reminders

### **Presentation**

- ✓ The school's Handwriting Policy is adhered to at all times.
- ✓ Children in KS1 write the numeric date and from Y2, the 'WALT' may be written by the children or provided by the teacher and stuck in the books.
- ✓ In KS2 children write the numeric date in mathematics and the long date in all other areas of learning
- ✓ From Year 3 children use a ruler to underline graphical and numerical dates and titles. When children begin a new piece of work, they should rule off under the last piece of work and any comments, then begin work on the same page.
- ✓ In mathematics books children will use the one digit per square principle. For decimal points, the corner of a square or a full square should be used for clarity.
- ✓ All lines drawn in books are drawn using a ruler.
- ✓ Children are taught then constantly reminded to form numerals and symbols correctly in maths and across the curriculum.

### **Mastery and consolidation**

At least once per unit, English lessons are devoted to improving cohesion, correcting errors and adding improvements.

At least once per half term pupils will plan, draft, edit, improve, and publish a piece of extended writing.

- ✓ **Follow the learning and your assessments in maths**, ensure fluency, proficiency and understanding before moving on, even if the scheme is telling you to do so. If in doubt, consult the Mathematics Subject Leader for further guidance.
- ✓ Complete prior learning checks to use your lesson time efficiently. Review and revisit key skills regularly, count and practise number bonds and mental strategies daily and in mental maths lessons.
- ✓ Knowledge review weeks assess the secure knowledge and understanding of foundation topics.

Some pupils may need adaptation of the above according to additional need.

For review: July 2024

