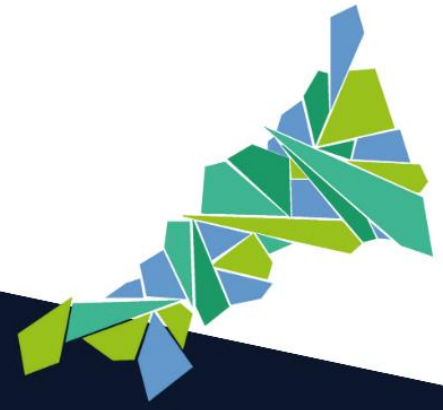




Mabe
Primary School



Effective Feedback Policy

Version Number	V1
Date Adopted by Governors	11 th February 2025
Scheduled Review Date	February 2027
Statutory or Best Practice Policy	Best Practice
School or Trust Policy	School

We want to ensure that your needs are met.
If you would like this information in any other format, please contact us on
01637 303106 or email info@kernowlearning.co.uk.

#AsOne
Kernow Learning

Key Principles

- The sole focus of feedback and marking should be to further children's learning;
- Evidence of feedback and marking is incidental to the process; we do not provide additional evidence for external verification;
- Feedback delivered closest to the point of action is most effective;
- Feedback is provided as part of assessment processes in the classroom;
- Feedback aims to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress.
- All pupils' work should be reviewed by teachers at the earliest appropriate opportunity so that it might impact on future learning. When work is reviewed, it should be acknowledged in books before the next learning takes place.
- Misconceptions must always be picked up on

Alongside the above we understand for effective feedback to take place the following must occur: Children must understand what they are learning.

How this is achieved:

- The learning sequence is shared with the children at the beginning of a new unit
- Knowledge organisers and block/skills overviews support this
- The learning intention for that lesson is shared at the point where is best for the children
- Prior learning is built upon as is known by teacher and pupil

How this is achieved:

- Children can articulate to peers and teachers their understanding of the learning/task and how it links with the learning intention and overall sequence
- Mini plenaries and use of visualiser or SmartBoard enable children to analyse examples of success or improvement and further opportunities to learn from each other

Children are given opportunities to improve

How this is achieved:

- Children edit their work using 'Purple Polishing' pens
- Children are able to explain where they have improved their learning/understanding/work
- Planned opportunities for self or peer assessment feature in many lessons
- Misconceptions are highlighted by the teacher using green ink – evidence of addressing misconceptions must be visible

Feedback and marking in practice

It is vital that teachers evaluate the work that children undertake in lesson, and use information obtained from this to allow them to adjust their teaching. Feedback occurs at one of these three common stages in the

learning process:

- Immediate Feedback – at the point of teaching e.g. Verbally one to one, use of visualiser, mini plenaries, group work. This is also completed using codes and via live-marking;
- Summary Feedback – at the end of a lesson/task, beginning of the next lesson (this can include child led feedback – self and peer);
- Review Feedback – away from the point of teaching.

As a school we feel feedback closest to the point of teaching and learning is the most effective in driving further improvement and learning. We place considerable emphasis on the provision of immediate oral feedback, especially in the Early Years and KS1.

Where feedback is based on review of work completed, the focus will often be on providing feedback for the teacher to further adapt teaching.

Due to our emphasis on in-the-moment feedback, no written comments will be provided for the children.

The following table shows examples of how feedback looks in practice at Mabe primary school.

	What it looks like	Evidence
Immediate	<p>Includes teacher gathering feedback from teaching, including mini whiteboards, book work etc.</p> <p>Takes place in lessons with individuals or small groups</p> <p>Often given verbally to pupils for immediate action</p> <p>May involve use of a Teaching Assistant to provide support or further challenge</p> <p>May redirect the focus of teaching or the task</p> <p>May include highlighting/annotating according to the marking code</p>	<p>Lesson observations/learning walks</p> <p>Some evidence of annotations and use of marking code</p> <p>Use of visualiser</p> <p>Mini plenaries</p> <p>Formative assessment strategies</p> <p>Mabe Miners intervention (for maths)</p>
Summary	<p>Takes place at the end of the lesson or activity</p> <p>Often involves whole groups or classes</p> <p>Provides an opportunity for evaluation of learning in the lesson</p> <p>May take form of self or peer assessment against an agreed set of criteria</p> <p>In some cases, may guide a teacher's further use of review feedback, focusing on areas of need</p>	<p>Lesson observations/learning walks</p> <p>Timetabled pre- and post-teaching based on assessment</p> <p>Some evidence of self- and peer-assessment</p> <p>May be reflected in selected focus review feedback (marking)</p> <p>Mabe Miners intervention</p>



<p>Review</p>	<p>Takes place away from the point of teaching</p> <p>Provides teachers with opportunities for assessment of understanding</p> <p>Leads to adaptation of future lessons through planning, grouping or adaptation of tasks</p> <p>May lead to targets being set for pupils' future attention, or immediate action</p> <p>Use of annotated Babcock sheets for independent writing (invent stage of T4W process)</p>	<p>Whole class feedback at the beginning of the next lesson.</p> <p>Acknowledgement of work completed</p> <p>Adaptations to teaching sequences tasks when compared to planning</p> <p>Use of annotations on planning to indicate future groupings.</p> <p>Mabe Miners intervention (maths)</p>
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CORE Marking Code

Green = A green pen is used by all adults in school for providing any form of written feedback in books.

All the following symbols will be explained and shared with pupils regularly and pupils will be encouraged to explain what these symbols mean to others.



In addition to the core marking code, teachers may use other symbols when marking pupils work.

Marking	Symbol or Comment
Meeting the Intention or a technique used well	<p>✓</p> <p>A tick indicates work is correct</p>
If something is wrong	<p>x</p> <p>A cross indicates work is incorrect</p>
Incorrect spelling	<p>Incorrect spellings should be identified with a green sp by them.</p> <p>In the margin there will be a  in a circle</p> <p>No more than 3 correct spellings should then be written underneath the learning or in the margin together with 3 dots, next to which the child is expected to copy them out and learn. e.g.</p> <p>'incorrect spelling' x3</p> <ul style="list-style-type: none"> • • • <p>In wider curriculum books, spellings identified for correction may be a mix of subject specific terminology or a common exception word.</p>
Punctuation error	<p>Incorrect punctuation will be indicate with a  in the margin.</p> <p>This will indicate the line for the child to check the missing or incorrect punctuation.</p> <p>For added support, the teacher/TA may indicate where the punctuation is missing, for example,</p> <p>....he was sorry and cried Later on...</p> <p style="text-align: center;"><u> </u></p> <p>A maximum of 3x punctuation errors per piece of writing.</p>

Incorrect grammar	<p>When writing does not make sense or, for example, the tense is wrong, then a G will be written in the margin.</p> <p>Then, within the writing, a squiggly line will show the children what needs to be fixed, for example,</p> <p>.....David <u>runned</u> down the street.</p> <p>Again, no more than 3x grammatical errors per piece of writing.</p>
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Children edit their learning in purple so improvements can be identified easily.

Key Stage 1 Differences

Marking	Symbol or Comment
Meeting the Intention or a technique used well	 A tick indicates work is correct
Capital letter	CL will be written in their books.
Full stops	FS will be written in their books.
Finger Spaces	 A little picture of a finger will be drawn. 2 vertical lines in the writing will show the chd where there needs to be a larger space, for example, <i>David ran down the road</i>
Letter formation	LF will be written at the bottom of the page for the children to practise

Children *begin* to edit their learning in purple so improvements can be identified easily.