



Feedback and Response Policy

1. The Purpose of Feedback and Response

The purpose of feedback and response is to:

- 1.1 Reinforce and record the discussion between teacher and child, which has taken place during the progress of the work;
- 1.2 Act as a permanent reminder of teaching points;
- 1.3 Give further examples of teaching points;
- 1.4 Set challenges for pupils to reinforce learning through next steps;
- 1.5 Provide an assessment opportunity to inform future planning;
- 1.6 Identify targets, next steps for future work and provide a commentary on how well objectives have been met;
- 1.7 Reinforce that children are responsible for their learning and that strong marking helps to encourage, and enable, the children to learn independently;
- 1.8 Enable a consistent approach across the school and the Unity.

2. General Guidelines

There should be a balance between written and informal feedback, with verbal feedback and group observations being used as appropriate.

- 2.1 It is the aim that all Literacy or Mathematics work will be marked in time for the next lesson when the work is required.
- 2.2 Each time marked work is returned within a lesson, the children should be given one or two minutes to reflect upon their marked work to address their 'next step'.
- 2.3 The teacher will quality assure this process by asking one or two children each time to discuss with them what the marking says about their work.
- 2.4 Written feedback should not be given exclusively at the end of a piece of work, it needs delivering in a way that is appropriate to the task, eg an ongoing commentary, question prompts, etc.
- 2.5 TAs and HLTAs may undertake marking of children's work where the answers are more objective but would not be expected to make a diagnosis on the next steps of learning based on any marking undertaken.
- 2.6 Work will be marked in reference to the learning objective and success criteria. The Teacher may correct accuracy, spelling, grammar or presentation, however comments will be directed to the stated learning objective, identified when the task was set. On some occasions a personal response to the work is also appropriate.
- 2.7 Maths or any other objective work will be marked with a tick or a cross. This provides an opportunity for discussion and identification of difficulties and informs teacher planning for the future.
- 2.8 Work will be marked using ink. Corrections in preparation for re-writing needs to stand out from the child's work and will be done by highlighting in green 'Green for Growth'. Alterations done in discussion with the child will be done using the 'purple polishing pens' across all subjects.
- 2.9 Work will be marked to the intended learning objectives and differentiated success criteria. Therefore not all mistakes will be corrected each time.
- 2.10 Feedback should be purposeful and succinct.

3. How feedback and response takes place



- Teachers will acknowledge good effort or progress towards the lessons learning objective or success criteria.

* In the Foundation Stage children can be asked to comment verbally on their work and this will be recorded by the class teacher or teaching assistant.

Mathematics

- All mathematical work in Y1-6 will include L/O, date and success criteria for the lesson.
- Marking will be in line with the general principles above.
- Correct work should be ticked.
- Mistakes are identified by teacher's individual demarcation.
- Reversed digits will be corrected at the discretion of the teacher taking account of the age and relative ability of the children being taught.
- Place value mistakes will always be corrected.
- Errors in the spelling of "technical" vocabulary (ie protractor, subtraction, octagon etc) will be corrected sensitively with the teacher exercising their professional discretion.
- Correct nomination of units should be emphasised (ie 21cm/100ml/34kg etc)
- Children must follow agreed procedures on presentation (see below).

Plenaries should be used to share and consolidate the challenges in the lesson to allow the children to reflect on their learning and respond to any misconceptions. Ticking off of the success criteria would also demonstrate that the pupils had made progress.

Spelling

- Corrected words should be written close to the original error.
- All age appropriate high frequency words should, at the discretion of the teacher be corrected.
- Words crucial to the meaning or sense of a text should be corrected.
- Spelling should be marked 'sensitively' so as not to discourage or dishearten children.
- In upper KS2, any spelling errors of high frequency words will be underlined for children to find the correct spelling using a dictionary and alter.

Writing

- Any piece of writing that has as its key objective the development of a writing skill, regardless of its curriculum source, will be marked as follows:
- FS to Y6 will have the date, learning objective and success criteria displayed on every page.
- The work will be marked using the agreed marking codes/symbols.
- Children will be encouraged to read their own work and self assess, including opportunities for peer assessment.

Literacy (and extended Topic Writing)

- Staff should highlight green for growth and tickled pink.
- Corrections to be made in purple pen.
- 'VF' can be used to indicate verbal feedback.



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- Pupils should also be encouraged to edit and discuss their work using the learning objectives and success criteria but they should not be overguided as this will not count as independent work.

Foundation Subjects and Creative Mission

- Learning Objectives for the relevant subjects should be stuck into books;
- Reflections by pupils should be addressed by the staff at the end of each unit;
- Feedback should focus on the work produced by the pupils and their responses to the topics concerned.

Presentation should always be of the highest appropriate standard.

- Pencil will always be used for all mathematics work.
- Pencil will be used by years R to 2 for everything else.
- In KS2 pens may be used once a 'Pen License' has been obtained.
- Wax crayons will not be used in children's books, except in the Foundation Stage.
- Felt tip pens will not be used in any children's books.

4. Self assessment or peer assessment

4.1 Teachers will ask children to assess their own work or the work of others based on certain criteria.

5. Staff Responsibilities

5.1 Teachers are responsible for the implementation of the National Curriculum, for the planning and preparation of Units of Work, for assessment, marking and for record keeping.

6. Review of Policy

6.1 This policy was reviewed by staff of both Unity schools in Summer 2018. The policy will be reviewed in November 2021 unless it needs to be reviewed before.