



Learning Feedback Policy

Date of policy:	September 2016
Date last review adopted by governing body:	18th May 2023
Frequency of review:	As needed

1. Rationale/Reason for marking

Marking should provide relevant and constructive feedback to every pupil. It should focus on success and next steps against learning objectives and the needs of individual children: enabling pupils to become reflective learners and helping them to close the gap between current and desired performance. It includes verbal feedback and children's responses and wherever possible should be done within the lesson concerned.

Every piece of writing should have some recognition/comment.

2. Aims

Marking and feedback should:

- Be for the children's benefit
- Be manageable for teachers
- Relate to learning objectives, which have been shared with all pupils
- Give pupils opportunities to become aware of and reflect on their learning
- Give recognition and praise for achievements
- Give clear strategies for improvement
- Allow specific time for pupils to read, reflect and respond to marking
- Respond to individual learning needs. A variety of marking styles will be used; sometimes the marking will be done in the presence of the pupil and other times in the absence of the pupil
- Inform future planning
- Be accessible to all pupils
- Be seen by the pupils as positive in improving their learning
- Be consistent across the school – for example in the symbols used

3. KS1

Children's work is marked using the following agreed procedure:

- Where a child has been successful in meeting a learning objective their work will have one tick for meeting the objective and two ticks for a WOW moment, using pink pen, taking into account the potential of the child concerned
- Next steps may be identified with green pen using a stair symbol. Further comments may be made at the bottom of the work
- There will be prompts and reminders for incorrectly formed numerals and letters

- Spellings may be put in the margin or underneath the work
- V/F must be used for verbal feedback
- W/S with support
- Writing activities may be paused to consider next steps in the moment
- We must ensure children understand the marking codes
- This applies across all books
- Evidence of support for children with SEND will be written on their PCPs and kept in their PCP folder

Comments should be linked to the learning objective but may also be used to address particular issues with a child's work, e.g., punctuation. They also can include:

- An example for a next step and use V/F
- LSAs should use the V/F symbol

Spelling, punctuation, grammar, etc. need not be corrected every time as pupils cannot effectively focus on too many things at once, and marking needs to be appropriate to the child's age and ability. Children may undertake directed self/peer marking depending on age and that will not be coded

4. Responsibility

It is the responsibility of the class teachers to ensure that this policy is carried out. Each Subject Leader has the responsibility to check that the policy is being carried out in their particular subject area where relevant. Regular work scrutiny, both at senior management level and within staff meetings will monitor if the policy is consistently followed.

5. Early Years Foundation Stage

In Early Years Foundation Stage (EYFS), much of the work is practical and the marking of work is only a small component of the feedback role of EYFS staff. The majority of feedback is given verbally, where carefully planned questions and interactions include next steps to move the children on in their learning "In the Moment".

Within the EYFS, there are numerous opportunities for effective marking and feedback:

- Written comments on pieces of work including in books where appropriate
- Constructive comments during and after practical activities
- Observation records
- Professional discussions between EYFS staff
- Evidence on Tapestry, including photographs
- Focus children sheets

In EYFS we use the code: V/F for verbal feedback CL - child led. AL - adult led. U- unaided. w/s with support. WLS with a little support.

6. Other adults

Support staff should mark work with groups of pupils with whom they have been working. When this is the case, they will follow the guidelines above. Support staff may also undertake some maintenance marking. However, the Class Teacher is ultimately responsible for assessing the children's learning against the objective.

7. Equality of opportunity

All pupils are entitled to have their work marked in accordance with this policy.

8. Equality Statement

The governors and staff are committed to providing the full range of opportunities for all pupils regardless of gender, disability, and ethnicity, social, cultural or religious background. All pupils have access to the curriculum and the right to a learning environment which dispels ignorance, prejudice or stereotyping.