

Tanfield Lea Community Primary School

Feedback Policy



Opening Doors, Enriching Lives

Head Teacher – Mark Temple
Chair of Governors – Andrew Gladstone-Heighton

Date: September 2025

Date for Review: September 2026

Feedback Policy

Rationale

To ensure that all children have their work discussed and are given feedback in such a way that it improves their learning, provides opportunities for self-assessment and develops their ability to self-improve.

Aims

- To ensure children progress, knowing their achievements and what they need to do next.
- To ensure planning is amended in order that the teaching and learning meet the needs of all children.

Principles

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

- Immediate feedback – at the point of teaching.
- Summary feedback – at the end of a lesson/task.
- Review feedback – away from the point of teaching (including written comments).

The stages are deliberately numbered in order of priority, noting that feedback closest to the point of teaching and learning is likely to be most effective in driving further improvement and learning, especially for younger pupils. As a school, we place considerable emphasis on the provision of immediate feedback. Where feedback is based on review of work completed, the focus will often be on providing feedback for the teacher to further adapt teaching.

At Tanfield Lea Community Primary these practices can be seen in the following practices:

Type	What it looks like	Evidence (for observers)
Immediate	• Includes teacher gathering feedback from teaching, including mini-whiteboards, book work etc. • Takes place in lessons with individuals or small groups. • Often given verbally to children for immediate action. • May involve use of a teaching assistant to provide support or further challenge. • May re-direct the focus of teaching or the task. • May include annotations according to the marking code.	• Lesson observations, learning walks. • Some evidence of annotations or use of the marking code.
Summary	• Takes place at the end of a lesson or activity. • Often involves whole groups or classes. • Provides an opportunity for evaluation of learning in the lesson. • May take the form of self or peer assessment against an agreed set of criteria.	• Lesson observations, learning walks. • Timetabled pre and post teaching based on assessment. • Some evidence of self and peer assessment.

	• In some cases, may guide a teacher's further use of review feedback, focusing on areas of need.	• May be reflected in selected focus review feedback (marking).
Review	• Takes place away from the point of teaching. • May involve written comments/annotations for children to read/respond to. • Will involve the use of the Whole Class Feedback Sheet (APPENDIX A). • Provides teachers with opportunities for assessment of understanding. • Leads to adaptation of future lessons through planning, grouping or adaptation of tasks. • May lead to targets being set for children's future attention, or immediate action.	• Acknowledgement of work completed. • Written comments and appropriate responses/action. • Whole Class Feedback Sheet. • Adaptations to teaching sequences tasks when compared to planning. • Use of annotations to indicate future groupings. • Evidence of children receiving further intervention to support understanding.

Monitoring and Evaluation

A review of samples of work is carried out on a regular basis to monitor the implementation of this policy. The findings are shared with staff.

The performance indicators will be:

- improvement in children's achievement and attainment;
- consistency in teachers' feedback across phases; and
- participation of children in the process.

Special Educational Needs

- In marking the work of children with special educational needs, teachers assess progress towards each individual's targets.
- Children receive verbal or written feedback in accordance with their ability.
- Children are encouraged to recognise their successes and supported to make improvements.
- Some children are less competent at self- and peer-feedback and need additional support with this.

Equal Opportunities

The marking and feedback policy and procedures encourage the practice of inclusion for all.

Marking and Feedback Guidelines

'It would be impossible, impractical and unmanageable for every piece of work to be used for formative assessment and 'quality marked'. Teachers will need to decide which pieces of work to give detailed attention and which they are simply going to acknowledge'.

Shirley Clarke 2001 'Unlocking Formative Assessment'.

General

- Oral feedback is the most powerful. Teachers create as many opportunities for this as possible.
- Children's work is seen during or as soon as possible after completion, and, if possible, in the presence of the child.
- Feedback relates as much as possible to the lesson objective/success criteria of the curriculum focus.
- Comments are succinct and accessible to the child. In focused marking they point out successes and points for improvement.
- For feedback to be effective, time for children to make improvements/responses is planned for. Where appropriate, teachers manage this within lessons as well as in follow-up sessions.

Types of marking

Acknowledgement marking - this will be a tick acknowledging that the work has been read. Supply teachers will be encouraged to add 'supply' to their marking.

Self-marking – children mark their own work. Spellings, starter mathematics are obvious examples but teachers find opportunities in other contexts. The emphasis is on children addressing their misconceptions as well as providing opportunities for early teacher intervention. Teachers should periodically check on self-marking, particularly in spelling activities as some children find errors difficult to spot.

Teachers should check in with children even when self-marking will be used so that there is some evidence of teacher interaction (red pen) during a lesson.

Peer-marking – when appropriate (and after considerable modelling), children mark a partner's work. Initially the focus is on children identifying the strengths.

Quality Marking – Teachers judge when this type of marking is appropriate (in English this is at least once per week, often in Creative Writing). It entails giving focused comments, relating to the lesson objective and success criteria, in order to 'close the gap' between where children are and where they could be.

The Whole Class Feedback Sheet (Appendix A) will be used in addition to this to reduce the number of individual comments on work which do not progress the child's work eg not writing 'Super use of apostrophes'.

Self-Correcting – encouraging children to think more about their own corrections. Marking will indicate what the children have done incorrectly with regard to grammar, spelling and punctuation. Coding will be used. Where children are capable of identifying the part that is incorrect then only the coding will be used. If the teacher feels they need more guidance then the coding will be used and a line will be put under the part which needs correcting. As the children progress their way through the school it is hoped that eventually only the code will need to be used.

For any correction, alteration made by the child subsequently, this will be done in green pen.

The Leadership Team is mindful of the fact that marking can be time consuming and the time spent writing comments may not have the desired impact.

Teachers will acknowledge that they have read the work, be it English or Maths, by ticking it and identifying any basic errors with regard to spelling, punctuation, grammar or mathematical errors.

As they are marking the books of the class, common errors are identified and recorded on the Class Feedback Sheet (Appendix A) adding comments each day and tackling misconceptions daily as appropriate. This will take place over a period of a week in Maths and English, and a unit in other subjects.

This will identify work to share and praise, basic misconceptions, presentation, need for further support and next lesson notes.

This information will then be used to plan the first part of the following lesson, including children editing their work and correcting and learning spellings.

How do we mark?

Marking should be done in red pen.

✓	Correct, for example in Maths and English.
X	Incorrect.
T	To indicate that a task has been set.
✓ C	A correction completed correctly.
^	Missing word or space. (Arrow placed underneath). Correction to be done above.
B b	Wrong case. Give correct example if possible or needed.
Becose	Words to be omitted or if the child has made a mistake then they rule a straight line through the error. If a larger area needs crossing out then child to rule one or two diagonal lines through the error. NO RUBBERS SHOULD BE USED FOR ERRORS.
//	Need for a new line.
/NP	Indicates need for a new paragraph.
/	Indicates superfluous letter, eg a house s .
VF	Indicates that verbal feedback has been given.
<u>skool</u>	If a word is spelt incorrectly we underline it with an unbroken line. We don't correct every spelling, only high frequency words or when a spelling has been taught/topic words - a maximum of 3. The correct spelling is put above the word or in the margin. If the teacher wishes the spelling to be practised then it should be written at the end of the work with an indication as to how many times it should be done eg (sp) school x 3.
<u>Is the</u>	When short phrases need to be revised we indicate this with a broken line underneath the words concerned.
I I	When several lines of work need to be reviewed we indicate this with a vertical broken line in the margin alongside the piece of work.
S, I or G	Codes used to indicate where children have been supported (S) or work has been done independently (I) or as part of a group (G).
LO	Indicates the Learning Objective and is written at the start of the work, often the title.

To encourage children to self-correct the following will be used:-

G – Grammar P – Punctuation Sp – Spelling CL – Capital Letters

For children who should know where they need to correct, just put this in the margin on the line where they've made the error. For those who need more guidance, underline the word/section which they need to change.

Presentation

The date will be written at the beginning of all pieces of work in all subjects. Dates are recorded next to the margin.

The short date is only to be used in Maths, Art, Spelling, Guided Reading and Handwriting. For example: 14.9.24

The long date will be used in all other subjects including English. For example: Wednesday 14th January 2024

In Year 1, the short date will be used in all subjects except English where the long date will be used.

The Learning Objective should be written underneath the date.

If there is a title, it should be underlined using a ruler. Each main word should start with a capital letter eg The House of Horror.

Teachers should always use these conventions on the board and aim for children to adopt them as they progress.

Children should underline the title with a straight line. In Maths, there should, when applicable, be two neat vertical columns of calculations on each page, with a line missed between each calculation. A fold down the middle will help.

Marking Criteria

English

Creative Writing

Toolkits will be co-constructed and based around the focused skills the children have been learning. They are specific to the needs of the cohort. They provide a clear focus for what the children are expected to include in their writing.

KS1

Year 1 will focus on basic sentence structure. Year 2 will focus on sentence structure, punctuation and correct grammar.

KS2

The focus will be on the marking toolkit for the unit as well as Basic Skills.

The basic objectives should be the next step the child needs to take in their writing. This target could be the same for a number of weeks until secure.

To help ensure that children have the opportunity to respond to quality feedback the following has been agreed:

- KS1 – Creative Writing to take place once a week and to include time to follow up – children to improve/make corrections.

- KS2 –with SEN children – immediately. With rest of the class – at beginning of the next Creative Writing session.

Marking with a focus on the writing toolkit is really important.

Marking in all other English/Foundation Subject books should be linked with the expected writing criteria of that year group.

Effective marking in mathematics differs from marking in English

- Marking is not about giving ticks and totalling marks. The focus is on accuracy and misconceptions and not the success rate out of 20.
- *Crosses are used to point out errors.* If the child has made a number of errors only the first or significant ones are identified in this way.
- As much marking as possible is done in partnership with the children.
 - eg - marking their own work eg starters
 - discussing answers within a group
 - guided marking with teacher/teaching assistant.

The emphasis is on children explaining their thinking and reasoning.

Less is More! – time devoted to this rather than endless pages of calculations is more productive in moving the learning forward. This will allow for all children to access some level of problem solving in the lesson.

- Prompts are given to children to help them overcome their misconceptions. (see **Marking in Maths document in Staff Handbook**).
- Where children have no misconceptions, teachers provide a 'challenge'.
- As in all subjects, time is given to amend errors or undertake the challenge.
- The Feedback sheet is used, as in English, to record common errors which will then inform future planning and/or intervention.

Big Maths – once CLIC test completed and common errors for that week identified the teacher should model and get children to practice some of the common errors for that day. These could be tackled during Catch Up sessions or inform future planning.

KS1 – scaffolding/consolidation – as necessary.

Challenge – given once children are getting things right all the time and no consolidation is necessary.

All corrections to be done in green pen - both at KS1 and KS2.

KS2 - scaffolding/consolidation – as necessary.

Challenge – at least 2 a week if they are getting things right all the time and no consolidation is necessary.

Other subjects – one lesson a week- basic skills.

Science

Marking should be completed as appropriate to the task.

Multiple Choice Review questions will be used - these may be oral or written (KS1) and written in KS2. These review learning from previous lesson.

Foundation Subjects

Always an acknowledgment.

Marking to focus on basic skills – if clear misconceptions/errors for non-negotiables, then these should be highlighted to the child to correct.

(Alongside marking it must not be forgotten that oral feedback is VERY important and must still have a place.)

Multiple Choice Review questions are used in all written subjects - these may be oral or written (KS1) and written in KS2. These review learning from previous lesson.

APPENDIX A

Whole Class Feedback Sheet
Lesson:

Date:

Work to Praise and Share	Need Further Support
Presentation	Basic Skills Errors
Misconceptions and Next Lesson Notes	