



HELPSBY HILLSIDE PRIMARY SCHOOL

Feedback and Marking Policy

Whole Class Feedback

Introduction

The aim of this policy is to ensure that all children have their work responded to in a way which maximises progress and supports pupils in becoming effective learners.

The implementation of this policy is the responsibility of all teaching staff and support staff and will ensure consistency in feedback throughout the school. Feedback will be monitored by subject coordinators and the senior management team.

Purpose

Effective feedback and marking aims to:

- Acknowledge all pupils by celebrating achievement, effort and attitude
- Identify errors, misconceptions and what pupils need to do to improve
- Support, challenge and stimulate further learning in all pupils
- Enable teachers to assess pupil attainment and progress
- Enable teachers to plan the next stage of teaching and learning
- Develop all pupils' learning behaviours to include responding to feedback, self –assessment and evaluation of own learning

Principles and ethos

Effective feedback and marking is an essential part of the education process. At its heart, it is an interaction between teacher and pupil: a way of acknowledging pupils' work, checking the outcomes and making decisions about what teachers and pupils need to do next, with the primary aim of driving pupil progress.

At Helsby Hillside Primary School, supporting pupil confidence and self-esteem is essential to nurture a pupil's love of learning. All feedback needs to be constructive and delivered in way that supports mental wellbeing. Feedback must be given as quickly as possible in order to have the greatest impact on learning.

The best motivation comes from previous success

- If pupils do something right they need to be told so they can do it again.
- Pupils can only improve by knowing how to take the next step, as well as having a general goal.

Where pupils are consistently or repeatedly making an error which will not be supported by whole class feedback, teacher or teaching assistant intervention must take place.

At Helsby Hillside Primary School the recommendation of the Independent Teacher Workload Review Group (March 2016) that marking (and feedback) should be "...meaningful, manageable and motivating" has been accepted. We have spent time, as a staff, trialling new methods and resources and decided that our feedback system must:

1. Clearly explain how the learner can improve
2. Provide a longer term development of the independent learner
3. Make efficient use of our time so that we can efficiently plan the most effective next lesson

This has led to the development of our 'Whole class feedback' system. A system that focuses on giving 'whole class feedback' at the start of next lesson. Therefore, removing the need for written comments in books:

Feedback System – Process

After a lesson, the teacher looks through the pupils' books for common misconceptions and errors in basic skills. Teachers tick each piece of work in green pen to show it has been checked and 'star' any parts of work that are worth sharing as good examples. Whilst looking through the books, teachers make notes on the key messages to feedback to pupils at the start of the next lesson using a 'Feedback Sheet' (appendix 1).

This book checking process should take no more than 25 minutes for a set of 30 books and where possible, children will have already marked their own work in the lesson to speed up this analysis (particularly in subjects like mathematics).

After the book checking process and completion of whole class feedback sheet, the teacher plans a whole class feedback session using the notes from the sheet as an aide-memoire. The start of the next lesson begins with the teacher sharing exemplary examples (perhaps using a visualiser), identifying common errors in basic skills (e.g. spellings, number facts) and then addressing common misconceptions that have been identified. This session is flexible in how long it takes but a typical session might be ten minutes or so giving time for children to redress any misconceptions that had arisen and, where useful, check through their work and improve it based on the feedback given using a purple pen. An individual, group or

whole class 'Feedback Task' may be set by the teacher to reinforce a teaching point needed to be evidenced or extended.

It is vital that the verbal feedback given before the next lesson meets the needs of individuals, groups and the whole class. For example, feedback might take the form of:

- Verbally given to pupils on entry to the class
- Briefly given to a specific group
- TA tasked with feeding back to a focus group or individual
- Whole class feedback

Pupils must be familiar with the schools marking notation (appendix 2). For extended pieces of writing, the teacher's book checking process will take longer to identify and annotate spelling and grammatical errors. There is a progression in the marking of spelling in line with the learner's age (appendix 3).

Pink and green highlighter can be used by pupils during lessons for self-assessment.

Monitoring and evaluation

English and Maths coordinators, alongside the SLT, will termly monitor the implementation of this policy through feedback sheet and book scrutiny in addition to lesson observation.

Reviewed by	Adam Khan - Headteacher	25/10/24
Approved by	Teaching and Learning Committee	13/11/24
Next Review Date		September 2025

Appendix 1 – English and Maths Feedback proformas (separate document)

(Appendix 2)

Marking Notation

All adult annotations completed in green pen.

✓ Adult Acknowledgment * Exemplary work

_____ Spelling error underlined R Repetition

/ New sentence // New paragraph

^ Missing word/punctuation ~~~~ This doesn't make sense

with x 3 Copy correct spelling of word three times

their x 3 + S Copy three times and include it in a sentence

■ There is an error on this line

T You need to see the teacher

(Appendix 3)

Spelling errors

Errors are indicated by underlining the part/whole of the word that is incorrect with green pen.

Y1 – Y2: Up to 3 key words identified and corrected by teacher. Learner directed to copy these out 3 times.

Y3 – Y6: Number of errors identified in line with learners' stamina / capabilities. Learners also directed to evidence correct use of word in context (their / there / they're).

with x 3 Learner copies word out three times

their x 3 + S Learner copies word out three times and puts it into a sentence

Progression: Errors identified at side of line (in margin) and learners given opportunity to self-check own errors and edit for improvement.