



## Surrey Hills All Saints

### Feedback and Improvement Policy

**Date of Policy:** January 2025

**Review date:** January 2026

#### Organisation and Practice

Quality marking should enable all pupils to understand their own achievements and know what they need to do next to make progress. It sets the pupil's particular performance in the context of the work's purpose and in the context of the pupil's previous efforts. It provides positive feedback and promotes high expectations of progress linked to the main learning objectives. All verbal and written comments made by the marker should be constructive, concise, informed, based upon evidence and should not be merely a "well done" or "good". It may be necessary to annotate verbal comments/discussions with a child in order to keep a record of them. All marking should be appropriate to the age and ability of the child, and staff should use their professional judgement to apply appropriate marking which supports and sustains pupil progress.

Teachers are trusted to do what works best for them and their class to ensure **impact and progress**. There will be a balance between different types of feedback and what we will see in books. Any of the following are acceptable:

- Evaluative feedback should be recorded in pink pen and be specific and encouraging.
- Descriptive feedback should be recorded in green pen and support the learner in understanding what he/she needs to do in order to improve.
- Live marking (which can happen in lessons and is often a simple tick or quick comment to extend the learning).
- Verbal Feedback given.
- Conferencing.
- Self-marking.
- E1, E2, E3 (Write Stuff) used for feedback in independent English writing tasks.
- If TAs have worked with a group or child – they will mark the work with a written comment or undertake verbal feedback. .
- Ensure that children are given time to respond to feedback using purple pens– before lesson/morning activity.
- Pupils to self-evaluate against the Learning Question using a purple pen.

#### Early Years

Early Years staff respond to children's work verbally although they will always "mark" that the work has been assessed/discussed. As children move into KS1, staff's response to children's work will move from verbal to written in line with the child's ability to read and respond to written feedback. Written and verbal "marking" becomes more complex as the child gets older.

#### Verbal /Teacher Feedback

We aim to create an ethos where speaking freely about learning is encouraged and feel that verbal feedback is the best way to facilitate this. Verbal feedback should come to and from the teaching team. Verbal feedback should be focused around the learning objective and success criteria, and can be given to an individual, group or whole class. When Verbal feedback has been given this will be indicated by a 'VF' (Verbal Feedback) on the piece of work. Verbal feedback can happen during the lesson or at another time as part of conferencing. Children will respond in purple pen to the feedback given.

#### Written Feedback

Not all pieces of work will have written feedback; the teacher will use their professional knowledge to decide how to regularly include this strategy into their weekly planning cycle. **The emphasis of the marking should be on both success and improvement needs against the learning objective.** Written feedback should:

- Show success, an example of meeting the objective may be highlighted/underlined in the child's work using pink pen.
- Indicate improvement
  - An improvement suggestion to be given in order to 'close the gap' between what the child has achieved and what the teacher would like that child to achieve when appropriate. Feedback might also be provided to 'challenge' a pupil beyond their current skill-set.
  - The area for improvement may be highlighted using green pen as appropriate.

### **Longer pieces of writing**

With longer pieces of writing, teachers are able to make notes on successes and areas of development of individuals and groups and feedback this information to either the individual, group or whole class so that effective editing and improvement can take place.

Independent English writing tasks should follow the Write Stuff editing guides of

E1=Revise- punctuation, spelling errors, missing and extra words

E2=Rewrite- This sentence does not make sense

E3=Reimagine- This part of the writing needs to be improved

At times it will be necessary to offer more specific feedback to a child if they are unable to identify E1, E2 and E3 errors without support. Additionally, it may also be necessary to give a child E1 editing codes only until they are ready to progress to E2 and E3. This is left to the discretion of the class teacher.

### **Correcting Spellings**

In English activities, a maximum of 3 incorrect spellings may be indicated. These spellings will be words that the child is expected to know (see spelling lists for Yr 3 & 4 and Yr 5 & 6) or part of their focus five spellings. In other subjects, subject specific words should be spelt correctly.

- The chosen spellings will be identified in the margin, with the code 'SP'. The children will then need to find the spelling within their work and correct it. For KS1, at the start of Year Three and for certain individuals across the rest of the school the spelling may be underlined and written again correctly underneath the work. The marker will make sensitive judgements in relation to the age and ability of the child.
- All other incorrect spellings will not be indicated. This will enable the child to focus purely on the learning of the task and the spellings appropriate for his/her ability.

### **Basics and Secretarial Features**

Teacher's feedback should focus on the learning objective of the task. Correcting all secretarial features in writing may demoralise children and detracts their focus from the learning objective. However, ignoring pre-learnt basics in writing may lead to lowered expectations. We want to ensure children have pride in their work.

- Basic expectations
  - A set of basic expectations for every piece of written work is in place for both lower and upper school.
  - These expectations may differ for individuals within a class and should increase in sophistication as the children progress through the school.
  - These expectations must be followed in all subjects.
  - Neat, joined handwriting should be evident in all books
  - Focus 5 spellings should be adhered to in all classes across the school
- Other Secretarial Features
  - Other grammatical and punctuation errors made by a child will not be indicated or highlighted unless it is a focus for learning in that piece of work

### **Self-Marking**

We believe that all children should be actively involved in the analysis and constructive criticism of their own work and learning where appropriate, and should be encouraged to use self-evaluation whilst they are working. Reflection, moderation and improvement should become a natural part of the process of learning, and time should be provided for this.

Some examples of this include:

- Children marking their own answers to closed questions and reflecting upon their learning.
- Children reflecting upon their own using a checklist or success criteria when it is appropriate.

- Children feeding back to the teacher in their books about their own learning adding comments when appropriate.
- Purple pen to be used for self-assessment and self-evaluation.

**Dedicated Improvement Time**

Teachers should allocate Dedicated Improvement Time for the pupils to reflect on their work and edit or amend it as appropriate. This would form part of the lesson or as a morning activity. This time is given for children to read the successes and improvement suggestions, and to make improvements. This can be individual or in a guided group.

**Non-negotiables**

All books must show evidence of improvements and success, leading to good progress and flourishing learners.

**Appendix – Feedback Codes and Whole Class Feedback sheet (optional)**

Whole Class Feedback Sheet |

Date:

Lesson:

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

## What do the marks in my book mean?

Positive comment(s) linked to the learning objective



**Next step I need to work on.**



Spelling mistake



This does not make sense



Punctuation missing / mistake



New paragraph

These codes may be written in the page margin or near to where the code applies.

VF I have been given feedback from an adult.

I I have worked on my own/independently.

S I have been supported with my work.

GW Guided work