
		John Wycliffe Primary School (An Academy within Inspiring Primaries Academy Trust)			
Feedback Policy					
Reviewed by: Senior Leadership Team					
Date Agreed:		Autumn 2020		Term to be reviewed:	
				Autumn 2021	

At John Wycliffe we believe marking should inform the class teacher of children’s progress and inform children what they need to do to improve their work and make good progress. We believe children should be involved in the assessment and marking process, including setting their own targets.

English

Lesson objectives are shared with children at the start of the lesson. When work is completed, it is looked at and acknowledged by the class teacher. This can often be within the lesson when verbal feedback can be given, or following the lesson where teachers use Whole Class Feedback sheets to highlight key misconceptions that need to be revisited and children who need pre-teach/re-teach, either as an intervention or as part of the next day’s learning. When appropriate, self and peer assessment is used to develop these evaluative skills and enable children to have ownership of their own improvement points and recognise their successes.

Across the school, a green pen is used for marking to enable it to be clearly seen by children. Children edit work with a coloured pen. In extended pieces of work, success is celebrated, with next steps identified by the teacher. Up to three spellings can be identified for correction and practise. A healthy balance between all forms of marking is expected and encouraged but marking should never be done solely for the purpose of evidence.

Maths

Lesson objectives are shared with children at the start of the lesson. When work is completed, it is looked at and acknowledged by the class teacher. This can often be within the lesson when verbal feedback can be given, or following the lesson where teachers use Whole Class Feedback sheets to highlight key misconceptions that need to be revisited and children who need pre-teach/re-teach, either as an intervention or as part of the next day’s learning. Across the school, a green pen is used for marking to enable it to be clearly seen by children. Children edit work with a coloured pen. The use of the Maths WCF record must be completed for every Maths lesson, using children’s initials. Teachers can circulate during the lesson with the Maths WCF Record and children should be involved in the feedback process. Where possible, marking should take place alongside the children during the lesson. The LO in each child’s book will be highlighted in green or orange each day to demonstrate their understanding of the lesson.

On the Maths WCF record:

- ‘Excelled’ – list children who you would not expect to excel – these children will be given the opportunity to continue to excel

- ‘Struggled’ – list children who you would not expect to struggle – these children will be identified for support and given it before the next lesson
- ‘Next Steps’ – relates to the class as a whole, is linked to the lesson title and will be built into the AfL cycle – this will be addressed before or at the start of the next lesson and children will have time to respond *eg misconception re place value particularly the hundreds column*
- ‘Other’ – make a note of particular issues that relate to individuals or small groups – the issues will be made clear to the child / small group through marking and will be addressed so that they are no longer issues *eg. PC reverses ‘9’*
- Any work in the children’s Maths books must be dated – short date
- Teachers will be asked to bring their Maths Whole Class Feedback Record to staff meetings to share good practice, to resolve issues and to support modifications
- Maths Whole Class Feedback Record will be monitored by senior staff
- HLTAs to complete Maths WCF sheet when covering

Other Subjects

In other subject work, marking for improvement is used for lessons when appropriate. Marking needs to be consistent and developmental across the curriculum, where teachers communicate high expectations of work and presentation through constructive marking. Spellings have equal importance in all writing, to up to three spellings can be identified for correction and practise.

Motivational marking

A range of motivational tools are used to support children with their learning. Class teachers and LSAs may use stickers, teacher stamps or children may share and celebrate their achievements with other members of the school staff. A range of competitions and challenges also celebrate children’s achievements.

Foundation Stage

Children are assessed developmentally against the Early Learning Goals. Staff use motivational marking and deliver verbal feedback to children. Written marking is used when appropriate for individuals. Stickers and visits to the Head teacher to celebrate super work are also encouraged.

Non-negotiables

Each year group have a set of non-negotiables, linked to the national curriculum expected standard, which are ticked and dated as children achieve them.

Symbols for corrections

Sp=spelling mistake.

^ = shows a letter, word or phrase has been omitted.

Class teachers encourage children to write out their spellings correctly (finding the correct spelling in a dictionary, where appropriate) or demonstrate a particular focus on a letter string or sound through constructive and focused marking. Children have time to make their own corrections so they are involved in the improvement process.

HLTA/LSA marking

When an HLTA or LSA works with a group/class, they mark the children's work and, where appropriate, leave a comment to support the child and class teacher with learning.

When children work in a guided group, this should be recognised by a letter G and the initials of the adult guiding them.

Marking in Year 2 and Year 6

For end of key-stage teacher assessments, where independent work is key evidence, children's work is marked in line with the ARA statutory guidance .

Covid 19 Addendum

As we are in the middle of a pandemic, we are working in bubbles and reducing contact with each other. We are following an extensive risk-mitigation document in which staff are discouraged from taking books home to mark, using a balance of self-marking and continuing with Whole Class Feedback to inform planning. This will continue until a time that it is safe to resume normal practice.