GLEBE PRIMARY SCHOOL
UNITED LEARNING ACADEMY

Learning Feedback Policy
2024-2025

Glebe Primary School Learning Feedback Policy

Rationale
At Glebe Primary School we have developed our policy for feedback through action research in the classroom, by exploring best practice and external research and by forming a working party to explore all avenues of underlying principle. We have studied and discussed the purpose of feedback and how it can be of best use to help children make progress in their learning. Our aim is to implement a clear and focused approach which helps children make progress but equally does not unnecessarily burden teachers so that they can focus and give their attention to their classroom craft.

Expectations
Class teachers are responsible for marking children's work and this is one of the Teaching Standards (2012) expected as part of the responsibilities of being a teacher:

"Make accurate and productive use of assessment. Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements. Make use of formative and summative assessment to secure pupils' progress. Use relevant data to monitor progress, set targets, and plan subsequent lessons. Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback."

All teachers have an entitlement to regular Planning, Preparation and Assessment time (PPA) as a contribution toward the workload of planning lessons, marking, assessment and feedback but there is also an expectation that marking will be kept up to date daily and will be thorough.

Feedback and marking is expected in all subject areas at this school. The guidelines below have bene written and discussed with teachers to assist and to ensure consistency across the school.

At this school, marking and feedback has been considered with the aim of being helpful to children in informing their next steps and necessary corrections. Marking must therefore be thoughtful and carefully considered by teachers in their application of codes and messages both verbally and in writing in children's books.

At this school, teachers must check pupil's books daily in and out of class time and have a blue pen ready for marking purposes. Checking and marking books is highly important and informs the next steps for planning and also acts as an assessment tool.

Marking and feedback are necessary and important parts of every teacher's workload. This is reflected in the professional graduate pay grades of teaching colleagues.

Progression
In YR, teachers and the support team are well trained to purposefully utilise verbal feedback as appropriate and as part of their day to day Early Years' teaching skill. They support children's independent learning and more focused planned tasks through careful questioning, listening and re-shaping of tasks in response to their assessment of need. Gradual steps in learning are complimented by appropriate feedback to help children refine and improve their knowledge and skills. Elements of the feedback policy for older children are introduced as appropriate e.g. if children are ready for more independent writing.

In Y1, teachers continue to utilise quality verbal feedback from their assessment of need in lessons day to day. They implement elements of the feedback policy gradually as children's early reading and writing skills develop and as independence in learning emerges.

From Y2 to Y6, we implement a thorough learning feedback system which has links across subjects so that children know what is expected of them as they travel through the school.

Here at Glebe we follow the codes below as guidelines for all written tasks, no matter what the subject. Teachers decide what is needed to help children progress. The best and most useful feedback takes place in the lesson but there is also a need for some notes to be given later on, if needed. At other times, teachers use time out of class to check for errors and to assess children's progress over time by looking at their books.

The teacher needs to acknowledge every child's efforts in all their work and this is sometimes verbal and sometimes in writing using our codes. There must be a presence of the teacher in children's books. Children deserve acknowledgement for their hard work and effort and some written feedback can help give children help in their next steps.

Subject Areas

Teachers mark all subjects in a teacher colour pen e.g. blue.
Children edit and mark their work in a purple pen.

English

Reading
In YR and Y1, early reading lessons take place daily and these lessons are taught in small ability groups. Feedback is constant and primarily verbal, focusing on carefully observing and helping children improve.

From Y2 to Y6, we teach Guided Reading lessons 4 x a week. In these lessons children have the same text in front of them. The lesson is very much guided by the teacher, with lots of discussion and building up of comprehension skills.
-In books, pupil self-marking and editing can be seen as a response to the teacher input.
-Teachers and support staff provide live feedback in the lesson using our marking codes.

Handwriting
-Teachers and support staff re-model joins and letter formation as needed during the lesson.
-Children self-assess by ticking their best join.

Spelling
-There is no teacher marking. This is a practice book only.
-Look, Say, Cover, Write, Check is one spelling approach which children are taught to use. Children tick each letter as they decide if their word is spelt correctly.
-Another spelling technique is to use the practice book to write a new word three times and then circle the word which the child thinks looks the most accurate.

Writing
Principles for written task feedback:
- Verbal feedback in the moment is key to moving learning on. Research shows that detailed teacher marking done after children have completed their tasks is not as effective. Teachers are to focus on providing verbal feedback to the children in the lesson.
- RAP times should be used to address general class misconceptions. During 'Sentence Stacking' lessons, a plenary at the end of the lesson to write up the children's sentences is also a good opportunity to address misconceptions.
- **Children edit pieces using their purple polishing pen. Seeing children editing and improving their work is more important than seeing teacher marking. Children should be responding to feedback by editing daily.**
- A simple code will be used as seen below- there is no need for teachers to write a written comment, use stampers or stickers.
- These codes should be used where appropriate in the text but not detract from the flow.

✓✓	**Wow writing!**
_____	**Underline** Mistake Check for sense – this could be grammatical sense or punctuation and be however long needed. Where a capital letter is missing, a simple line can be written under the missing capital letter.

	Wiggly line Spelling –no more than 3 per piece In KS1/LKS2 this may be underneath the word itself In UKS2 this may be a wiggly line in the margin to let children know there is a spelling mistake within that sentence. Please think about what is best for the spelling ability of that child.
☀ ☀	**Re-write this sentence** Stars at the beginning and end of the sentence to re-write. Can be used in all writing tasks. No more than one re-write per sentence stacking lesson.
∧	**Add more here** Place where needed.
//	**New paragraph needed**
H	**Handwriting improvements needed** Children should then rewrite one of their sentences trying to improve their handwriting.
AS	**Adult Support given** Code is used to show when an adult has supported a child with their learning through discussion in the lesson. AS at the top of the page shows the child has had support with the whole task. AS in the margin shows when support was given for a section of the learning e.g. One learning chunk.
Keep-up	**Keep-up** 'Keep-up' is recorded in the book to show when a child has had an extra session with an adult to go through their work.

Independent Writing
- Teachers mark children's independent writing and provide feedback **before** the editing stage.
- **What marking for editing is not:**
  -Telling the children what to do and how to improve their writing
  -Telling then children the new sentence that they should write
  What making for editing is:
  -Guiding children to interrogate their work in three distinct ways.
- **The Write Stuff- Three Ways of Editing**
  -E1- Revise Edit
  Home to three smaller areas- spelling, punctuation and missed words/repeated word.
  -E2- Rewrite Edit
  Rewrite sentences – star the sentence at the beginning and end- this shows the child that we are telling them to rewrite it but the teacher does not specify why.
  -E3 Reimagine Edit
  Arrow just after a full stop to task the child to add more about that moment.

<u>Year 1</u>	<u>Years 2 and 3</u>	<u>Years 4, 5 and 6</u>
Teachers mark independent work using the marking codes. Focus on the proof reading level of editing (E1). Wiggly lines used to point out spellings.	Teachers mark independent work using the Write Stuff approach of E1, E2 and E3. Focus on E1 level of editing. Teachers record E1 in margin/next to line of writing where there is an E1 mistake. Teachers use marking codes to highlight some of the mistakes but some lines are left for the child to find the E1 mistake in that line.	Teachers mark independent work using the Write Stuff approach of E1, E2 and E3. Teachers record the number of E1 edits under each paragraph. E.g. E1= 3 Depending on the child's ability, the teacher might mark out a few across the piece of work, using the marking codes, to help the child get started.

Missing capital letters/full stops underlined to show there is a mistake.	Children are given some E2/E3 edits as appropriate. This should build up during Y2 and Y3. The number should be based on the child's ability. These are recorded using the writing codes. Teachers to record: E2= E3= In the child's book on the right hand page (editing page). This will include the number of edits for the whole piece.	Writing codes are used for E2 and E3 edits. Teachers choose how many based on the ability of the child. Teachers to record: E2= E3= In the child's book on the right hand page (editing page). This will include the number of edits for the whole piece.

If a child is working significantly behind age related expectations in writing, teachers may need to look at the feedback guidance for a previous year group.

Target Bookmarks (Y2-6)
- Children should have two personalised targets recorded on their target bookmark.
- These targets should be achievable and small steps.
- When a child achieves their target the bookmark is ticked and dated and a new target is recorded on the bookmark.
- Target bookmarks move to a child's new book when they start one.
- When a target bookmark is full and all the targets have been achieved, it can be stapled into the back of the child's book and a new bookmark is started.

Mathematics

Blue jotter
- No teacher marking for RAP, DISCOVER or THINK TOGETHER parts of the Power Maths lesson. These aspects are self marked by children, as a response to peer-talk and in class discussion.
- DEEPENING and STRENGTHENING tasks are marked by the teacher. Errors marked with a dot and a tick is used when answers are correct.
- The teacher sets a high expectation for presentation in the blue book and supervises good presentation throughout the lesson. Presentation skills are taught directly.

Power Maths Practice Book
- The Power Maths practice book is the child's independent work during the lesson sequence.
- Children self-mark at the end of the lesson as part of the teaching sequence.
- The teacher must check pupil marking and look for errors. The teacher also has to assess who needs any keep-up support as a result of progress through the lesson.
- Keep-up is recorded "Keep-Up" in the practice book.
- A teacher tick indicates that the checking for errors is completed by the teacher daily.

Codes for marking
Extra support? AS: Adult Support. AS at the top of the page indicates support was given during the whole lesson. AS next to a question indicates support just for a short while as needed. When a child starts to understand after support then an "**I**" is used to indicate a child has moved to maths independence.

Science and Topic Books

In our Topic books and Science books we want children's own work to shine out and for their presentation and pride in their work to be the main focus. In Topic books and Science books feedback that is visible in the form of marking, is light touch but useful in helping children improve. The writing codes are used as appropriate e.g. double ticking an excellent idea, noting when adult support is given and supporting spelling and punctuation improvement.

Science Books
- Blue page- Entry Task (assessment of what they know before the teaching unit begins).
- Orange page-Exit Task (assessment of what is now known at the end of the unit).
- Codes for assessing orange page: BLW (below)/ WTS (working towards)/ EXS (expected)/ GDS (greater depth). This is written next to the orange page.
- Writing codes used during the Science lesson to live mark.

Topic Books
Music, History, Cultural (variety of subjects) and Geography.
- Two stampers are awarded at the end of each lesson – 1 for best presentation (smiley star stamper) and 1 for great subject knowledge (trophy stamper). Those with a stamp receive a NIC token also.
- Writing codes are used during the lesson to live mark (but light touch- so that marking doesn't dominate the child's work).

Modern Foreign Languages – M.F.L.

French (Y3 to Y6)
- Children have their own exercise book and it moves up through the school with them to show progress over time.
- The book contains a vocabulary record and country focus (Part 1).
- Speaking and listening tick sheet- partner task (Part 2).
- Sentence using the new vocabulary (Part 3).
- Distance learning (Part 4)
- The teacher acknowledges Parts 3 and 4 with a tick.
- Teachers use the English codes to live mark in the lesson, where appropriate.

Religious Education (R.E.) and Personal, Health and Social Education (P.H.S.E.)

R.E. and P.S.H.E. are subjects we teach in a different way to Topic and Science lessons. R.E. and P.H.S.E are taught through discussion and knowledge sharing. There is a strong emphasis on generating thinking and discussion in class during in these lessons. Feedback is very much focused on responding appropriately to children's questions and thoughts to help them develop their thinking skills. Teachers assess in the moment to decide how best to feedback and help children move on in their thinking. Ideas, questions and enquiry are captured in class big books. These books show how children's thinking skills and enquiry develop over the year. The focus for the teacher is to be present and prepared in these lessons for careful questioning as a response to the topic being studied.

Art & Design and Design & Technology (D.T.)

Art and D.T. are subjects with a very specific moment for teacher feedback. Support and skill teaching are key parts of Art and D.T. lessons. Verbal feedback is part of every lesson. There is also a written feedback process at the end evaluation stage in these lesson sequences that includes pupil, peer and teacher feedback.

Music and Physical Education (P.E.)

Music and P.E. are subjects with a practical and physical emphasis. When there is written work the codes for writing are utilised in live marking to help children write well. Otherwise, feedback is given verbally and linked to refining and improving practical and physical skills and knowledge.

Computing

Verbal feedback is used within Computing lessons.

Morning Books

A practice book used during morning registration, which isn't marked.