

Milby Primary School

Pupil feedback policy

2023 – 2024



Introduction

At Milby Primary School, we believe that effective marking and feedback is an essential part of the education process. Marking should be meaningful, manageable and motivating and should serve a single purpose: to advance pupils' progress and outcomes. We can see an opportunity to achieve this by:

- addressing misunderstandings;
- reinforcing skills or key pieces of information; and
- extending children's understanding or ability to do something.

We understand that effective interactions between teachers and pupils are fundamental for acknowledging pupils' learning, checking the outcomes and making decisions about what teachers and pupils need to do next to improve pupils' learning and progress. Moreover, we recognise that this can often be achieved without extensive written dialogue or comments, and that the quantity of feedback should not be confused with the quality. The quality of the feedback – whether written or given verbally – will be seen in how a pupil is able to tackle subsequent learning.

This policy is built on three fundamental principles which provide the central messages for successful pupil feedback. These are that all teachers should:

- lay the foundations for effective feedback, with high-quality initial teaching that includes careful formative assessment;
- deliver appropriately timed feedback, that focuses on moving learning forward; and
- plan for how pupils will receive and use feedback using strategies to ensure that pupils will act on the feedback offered.

When adhering to this policy, teacher discretion may be needed for some individual pupils.

Policy aims

- To provide a consistent approach to marking and feedback across all key stages.
- To provide children with constructive feedback which fosters a culture of a positive attitude and growth mindset towards learning.
- To develop children's metacognition by enabling them to identify strengths and how they can improve their performance.
- To involve children in part of the process of marking and provide opportunities to review their own learning and the learning of their peers.
- To inform the teacher of children's progress and needs for future planning.

This policy has been developed to reflect research about best practice. Therefore, feedback at Milby Primary School must be:

Meaningful – Feedback may be delivered in a number of ways: verbal or written comments, annotations, symbols and is not only evidenced in books, but also, and more powerfully, through discussions with pupils. It also needs to be timely, as feedback delivered closest to the

point of action is most effective. Pupils are encouraged, within the lesson, to reflect on when they have been successful and recognise this in their own and their peers' work.

Motivational – Feedback must motivate pupils to make progress, by both celebrating their successes and identifying errors and future areas for improvement with a positive mindset. Teachers use a variety of reflection and feedback strategies and activities through planned reflection time in lessons, involving the pupils in the assessment of their own and their peers' strengths and areas for development. To ensure that pupils are able to recognise when they have produced work of a high standard and been ambitious in their learning, we use a number of ways to reference these successes including: verbally, ticks and stamps/merit points.

Manageable – Feedback must be manageable for both staff and pupils. Different tasks will be assessed in different ways and the feedback from this will be delivered in different ways, but always with an emphasis on how best to move the pupils on with their learning.

What does formative assessment look like at Milby Primary?

Appendix 1 lists example strategies that are used at Milby Primary in order to be effective in assessing and providing feedback.

Agreed symbols are used at the end of a lesson to indicate progress against the learning objective and provide specific improvement suggestions. All classrooms within KS1 and KS2 will display the marking codes to ensure pupils are familiar with them.

No other set strategy is stipulated as we recognise that providing feedback in different ways will work better for different subjects, different children and different staff. Instead, we ensure one expectation: feedback helps to move children's learning on in a meaningful, motivational and manageable way.

At the heart of our approach to assessment and feedback is the understanding that immediate feedback, which is often done verbally, is the most effective. It allows children to reflect instantly on their learning. However, it is carefully balanced with a variety of other strategies to ensure that all children are given enough support to know where they are now, where they need to get to and – most crucially – how to close the gap between the two. Written feedback will involve staff writing comments involving specific positive praise that relates directly to the learning objective and with the intention of moving learning forward. It is worth noting that written comments can be highly effective since they offer an invaluable opportunity to provide task, subject, and self-regulation feedback. With this in mind, we believe that written feedback should always be used meaningfully and should only be done if it is the best way available to deliver a message to the pupil and move their learning on.

Staff will utilise 'live marking' strategies, where appropriate, to give immediate feedback to pupils. Live marking – where feedback is given during, rather than after the lesson – can be enacted in a variety of ways so that it proves an efficient approach. It may be undertaken with individual pupils during typical class teaching (careful consideration of the learning and focus of all pupils during this time is important) or it may be modelled to the whole class collectively

using tools such as a visualiser. This approach will also allow for additional verbal interaction with pupils, which may support the understanding of feedback.

Not every mistake in a pupil's piece of learning will be corrected, as this can be counterproductive to children's motivation. The point of teacher written correction (as opposed to written comment) is to point out to pupils their mistakes, so that they can correct them and learn through this process. Corrections should link directly to the learning objective and be focused on moving learning forward. However, other non-related errors that a pupil consistently makes should also be corrected as appropriate.

The marking of written work will vary with the development of the child. At an early stage, the majority of feedback will be verbal. As children develop, they are encouraged to become more independent and use purple polishing pens to edit their own independent outcomes. Marking will then take the form of correcting and commenting on finished pieces. Independent writers will draft and self-check their work before the teacher provides feedback.

English marking

Where appropriate, GPS (grammar, punctuation and spelling) errors may be identified to ensure that standards in these areas are maintained across the school.

Spellings that are marked as incorrect by the teacher will have 'sp' placed over the word (KS1) or in the margin of the page (KS2). In key stage one, a maximum of three errors will be highlighted, with a primary focus on high frequency words, and in key stage two a maximum of five. In key stage two, it is at the discretion of the teacher as to whether or not the incorrect spelling is identified for the child or, as may be the case for some key stage two children, they will be asked to identify the misspelt word themselves.

Maths marking

All staff will mark learning with a tick to indicate a correct answer and a dot to indicate an incorrect answer. During the lesson, the teacher will have the option to convert the dot to a tick with a 'c' to denote that it has been corrected.

Receiving feedback

Time must always be factored into lessons for pupils to read and respond to the feedback to make it manageable and as meaningful as possible. We recognise that feedback is most productive when children are given time to respond to the teacher's feedback and make further necessary improvements to their learning.

Children will use purple polishing pens to respond to feedback and address the identified points as they continue their learning either within the lesson, after the lesson or in subsequent lessons (as appropriate) and teachers must plan for this to happen. As always, this should be as timely as possible for it to be manageable and have the most impact on learning and progress.

Ways that pupils may respond include:

- identifying mistakes and then correcting them;
- responding to further challenge (e.g. explain reasons, try this trickier concept, apply your learning);
- editing work against success criteria, learning objective or targets;
- seeking further support if needed; or
- noting points given as verbal feedback in margin to help them remember or develop their learning.

Review date: September 2025

Appendix

Appendix 1 – Example assessment and feedback strategies which may be used in lessons

During the lesson (immediate/summary feedback):

- Questioning/observations/discussions/dialogue between pupils and adults
- Assessing work against learning objective or success criteria
- Planned opportunities for peer or self-assessment
- Learning constantly being evaluated and adapted
- Children choosing their challenges by reflecting on their stage in learning
- Pupils noting their successes and/or identifying next steps as they work, using writing skills checklist/success criteria/learning objective
- Directing or challenging children as appropriate, based on the learning objective or success criteria
- Moving children on to the next challenge
- Re-teaching strategies
- Directing children to available support tools (e.g. learning walls, writing frames, practical equipment)
- Drawing attention to mistakes or misconceptions through spot marking and teacher-pupil dialogue

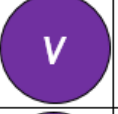
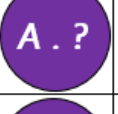
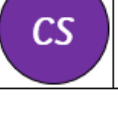
After the lesson (summary/review feedback):

- Grouping books/children in relation to their achievements and/or development points. This is often in preparation for the next lesson to identify who the focus children are, how the engagement activity may need to change or where pupils can be challenged further
- Adapting planning for future lessons to address errors, share key messages from previous learning with the class or address gaps in learning
- Informing support staff of their role in the next lesson to support children and give them more specific feedback
- Coding strategies to make children aware of successes and areas to develop
- Giving written feedback (where appropriate) that moves learning forward

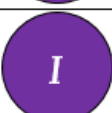
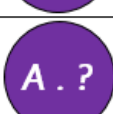
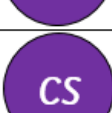
Appendix 2 – EYFS marking code

	<i>Learning objective achieved</i>
	<i>Learning objective not achieved</i>
	<i>I have completed this learning independently</i>
	<i>I have been learning with an adult</i>
	<i>Verbal feedback given</i>
	<i>Incorrect letter or number formation</i>

Appendix 3 – Key stage one marking code

	<i>I achieved the learning objective</i>		<i>I received verbal feedback from an adult</i>
	<i>I exceeded the learning objective</i>		<i>I need to remember finger spaces</i>
	<i>I completed my learning independently</i>		<i>I need to correct a spelling mistake</i>
	<i>I worked with an adult</i>		<i>I need to correct missing punctuation</i>
	<i>A supply teacher taught the lesson</i>		<i>A cover supervisor taught the lesson</i>

Appendix 4 – Key stage two marking code

	<i>I achieved the learning objective</i>		<i>I received verbal feedback from an adult</i>
	<i>I exceeded the learning objective</i>		<i>I need to add another word</i>
	<i>I completed my learning independently</i>		<i>I need to correct a spelling mistake</i>
	<i>I worked with an adult</i>		<i>I need to correct missing punctuation</i>
	<i>A supply teacher taught the lesson</i>		<i>I need to start a new paragraph</i>
	<i>A cover supervisor taught the lesson</i>		<i>I need to rewrite this so it makes sense</i>