



**Park Brow  
Primary School**



**Happy - Respect - Pride - Caring - Potential**

# Feedback Policy

## 23-24

At Park Brow, we recognise the critical role that feedback has in improving students' learning. We use this valuable tool as part of the teaching and learning cycle and have strived to maximise the effectiveness of this by utilising research into what makes effective feedback.

Our policy is underpinned by research undertaken by the Education Endowment Foundation and this has helped shape Park Brow's core principles for effective feedback. These are:

- All feedback must enhance children's knowledge, understanding or skills
- All feedback must be purposeful
- All feedback must be clear and specific
- All feedback must be ongoing and timely
- All feedback must require the learner to reflect and evaluate their work
- All feedback must make a difference to the children's self-esteem, confidence and ability to work independently.

## Feedback Practice

All work that is completed by children in lessons must be evaluated, used to inform planning and to provide feedback to children. Feedback occurs at one of three common stages in the learning process:

1. Immediate feedback – during a lesson or tasks
2. Summary feedback – at the conclusion of a lesson or task
3. Review feedback – MAD time at the beginning of the next lesson

Feedback that is provided closest to the point of teaching and learning is likely to be most effective in driving further improvement and learning. This is especially the case for younger pupils.

Whilst the aim of this policy to create a consistent approach to feedback we recognise that the feedback provided to pupils, both written and oral, must cater for all subjects and different age groups of pupils in different ways. This is to ensure feedback is effective as it can be and that it is efficient in promoting learning. OFSTED.

## Making a Difference Time

Making a Differenced Time (MAD) will take place at the beginning of every lesson to review prior learning i.e. knowledge, understanding and skills. During this time children will have the opportunity to receive feedback and to also review and evaluate their work. In order for MAD time to be effective and consistent throughout the school we have designed a model which consists of three C's.

### Challenge

Once the teacher has reviewed the work completed, an assessment will be made to indicate achievement. If the teacher believes that a child has a secure understanding of the concept then a challenge question may be provided. This question should be displayed for children to see and children should be able to complete the challenge independently. Children should write MAD in their books under the completed piece of work and then answer the question independently. Please see Appendix 6 for exemplar questions.

### Check

The key to this aspect of feedback is distinguishing between misconceptions and mistakes. If the teacher believes a mistake has been made then children will be asked to check over their work and make corrections that have been identified by the class teacher. Teachers will use their pedagogy to ascertain whether the child has made a simple error or if there is a deeper more underlying misconception. It is key that this distinguish is made. If it is a simple mistake then children should be able to make corrections to work independently. If this occurs at a whole class level the class teacher may revisit aspects of the lesson at a whole class level.

### Consolidate

If a deeper more underlying misconception is apparent or if the teacher feels a child requires further consolidation in order to be fully secure in their understanding then during MAD time this child will receive specific verbal feedback. This feedback can be provided to individuals or to a small group based on the feedback required. This feedback will be delivered on most occasions by the class teacher but can also be delivered by additional adults.

## Spelling, Punctuation and Grammar

All children's work, in all subjects, must demonstrate a consistent standard of written English. To promote high standards and ensure consistency across subjects all aspects of spelling, punctuation and grammar **must** be marked in the same way throughout all Key Stages.

### **Spelling**

Incorrect spellings **must** be identified and dotted in pink pen directly below the spelling mistake. Words included in the statutory spelling lists should be marked as incorrect first, but other spellings may also be identified. This should be age appropriate and the maximum number of spellings identified should relate to the Year group. EG – Year 4 children should be challenged to correct a maximum four spellings. Teachers should use their judgement of individual pupils when identifying errors.

Spelling corrections should be completed independently by the children. Spellings must be written out three times at the bottom of the page.

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/239784/English\\_Appendix\\_1\\_-\\_Spelling.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf)

### **Punctuation**

Incorrect punctuation or omission of correct punctuation **must** be circled in pink pen. This should be age appropriate and the maximum number of punctuation errors identified should relate to the Year group. EG – Year 3 children should be challenged to correct a maximum of three punctuation errors. Teachers should use their judgement of individual pupils when identifying errors.

Punctuation corrections should be completed independently by the children. Incorrect punctuation or omissions in punctuation must be corrected.

### **Grammar**

Grammatical errors **must** be underlined in pink pen. This should be age appropriate and the maximum number of grammatical errors identified should relate to the Year group. EG – Year 6 children should be challenged to correct a maximum six grammatical errors. Teachers should use their judgement of individual pupils when identifying errors.

Grammar corrections should be completed independently by the children. Incorrect grammar must be corrected.

\*\*\*When marking work from a Reading lesson, teachers should focus on the content of answers and the understanding of a text rather than the writing elements above.

### **Handwriting**

Teachers should identify errors within number and letter formation, and model the correct formation in pupils' books. Pupils should practice these corrections in their book.

**APPENDIX 1**  
**READING COMPREHENSION FEEDBACK**

All pieces of reading comprehension completed by the children should be reviewed by the class teacher.

**Non Negotiable Feedback Requirements**

- 1) WALT must be underlined in either:

**GREEN** – Child’s understanding is fully secure

**ORANGE** – Child’s understanding is partially secure

**PINK** – Child requires further consolidation

- 2) All questions must be identified as correct or incorrect using the symbols below.

Correct =



Incorrect =



- 3) If a child demonstrates a fully secure understanding of the objective then excellence must be rewarded with a sticker or a written comment. However, this is to be based on teacher judgement.
- 4) If a child answers a question that is incorrect, time to correct this must be factored in to the lesson.
- 5) A written comment may be made to address a misconception or to develop an answer further.

**APPENDIX 2**  
**ENGLISH SKILLS FEEDBACK**

All pieces of English Skills completed by the children should be reviewed by the class teacher.

**Non Negotiable Feedback Requirements**

- 1) WALT must be underlined in either:

**GREEN** – Child’s understanding is fully secure

**ORANGE** – Child’s understanding is partially secure

**PINK** – Child requires further consolidation

- 2) All questions must be identified as correct or incorrect using the symbols below.

Correct =



Incorrect =



- 3) If a child demonstrates a fully secure understanding of the objective then excellence must be rewarded with a sticker or a written comment. However, this is to be based on teacher judgement.
- 4) Spelling, punctuation and grammar must be marked in line with school policy to promote the highest standards of written English.
- 5) Teachers should model the expected presentation (including letter formation and handwriting) and sentence structure in a child’s book when necessary.

### APPENDIX 3 EXTENDED WRITING FEEDBACK

All pieces of Extended Writing completed by the children should be reviewed by the class teacher.

#### Non Negotiable Feedback Requirements

- 1) WALT must be underlined in either:

**GREEN** – Child's understanding is fully secure

**ORANGE** – Child's understanding is partially secure

**PINK** – Child requires further consolidation

- 2) Evidence of good work can be acknowledged with:

Achievement  of success criteria =

- 3) If a child demonstrates a fully secure understanding of the objective then excellence must be rewarded with a sticker. However, this is to be based on teacher judgement.
- 4) Spelling, punctuation and grammar must be marked in line with school policy to promote the highest standards of written English.
- 5) Address all elements of writing – sentence structure, developing writing further, paragraph structure within marking and feedback. These should be modelled to the pupil in their book when necessary.
- 6) A written comment may be made by the teacher to motivate or encourage a child.

#### **ADDITIONAL FEEDBACK TIME**

Teachers will no longer attend assemblies unless they are delivering the assembly. This time will now be allocated to providing individual specific writing feedback to individuals and groups of children in the form of a writing conference. Teachers should also plan in additional time to ensure all children are receiving specific feedback on their writing.

Success criteria and end of year expectation grids should also be used to indicate achievement where appropriate.

### APPENDIX 4 MATHEMATICS FEEDBACK

All pieces of mathematics work completed by the children should be reviewed by the class teacher.

#### Non Negotiable Feedback Requirements

- 1) WALT must be underlined in either:

**GREEN** – Child's understanding is fully secure

**ORANGE** – Child's understanding is partially secure

**PINK** – Child requires further consolidation

- 2) All questions must be identified as correct or incorrect using the symbols below.

Correct =



Incorrect =



- 3) If a child demonstrates a fully secure understanding of the objective then excellence must be rewarded with a sticker. However, this is to be based on teacher judgement.
- 4) Number formation should be modelled in the child's book when necessary.
- 5) A written comment may be made by the teacher to motivate or encourage a child.

**APPENDIX 5**  
**ALL OTHER SUBJECTS FEEDBACK**

All other pieces of work completed by the children should be reviewed by the class teacher. This includes work completed in Science, Humanities, PSHE and all other curriculum subjects.

**Non Negotiable Feedback Requirements**

- 1) WALT must be underlined in either:

**GREEN** – Child's understanding is fully secure

**ORANGE** – Child's understanding is partially secure

**PINK** – Child requires further consolidation

\*\*\*WALTs should not be underlined in pupils' sketch books.

- 2) All questions must be identified as correct or incorrect using the symbols below.

Correct =



Incorrect =



- 1) If a child demonstrates a fully secure understanding of the objective then excellence must be rewarded with a sticker.
- 2) A written comment may be made by the teacher to motivate or encourage a child. However, this is to be based on teacher judgement.
- 3) Subject specific spellings, punctuation, grammar and number formation must be marked in line with school policy to promote the highest standards of written English.

**APPENDIX 6**  
**EXEMPLAR CHALLENGE QUESTIONS**

**READING COMPREHENSION**

Write two adjectives to describe the character Bill.  
Why do you think Jane was nasty to Sally?  
Find and copy a word from the text that shows Bob is frightened?  
Make a prediction about what you think will happen next in the story.

**ENGLISH SKILLS**

Write a sentence containing an adverb.  
Can you write three commands of your own?  
Explain to your partner what punctuation is missing from this piece of text.  
Write a paragraph containing direct speech.

**MATHEMATICS**

Complete this calculation  $23 + 16$ .  
What comes next in the sequence: 3 6 \_\_\_ 12 15 \_\_\_  
If  $X = 6$ . What is  $5x$ ?  
I think of a number. I double it and add four. The total is 24. What was my number?

**ALL OTHER SUBJECTS FEEDBACK**

Challenge questions used in other curriculum areas must relate to the programme of study for that subject and must not address English and Mathematical skills.

**SCIENCE**

Can you list another constant for this investigation?

**GEOGRAPHY**

What is the capital of Scotland?

**SPANISH**

What is the Spanish word for eyes?

**ART**

Evaluate this piece of work. What do you like and what could you improve?

Policy reviewed October 2023

To be reviewed September 2024