



Feedback and Response Policy : updated September 2022 (to be reviewed termly)


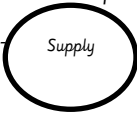
It is the belief at Kimberley School, that feedback/marking provides valuable information and adds a valuable dimension to learning. It is our aim to provide reflection time in which pupils act on feedback, so that time spent giving feedback has a visible impact on all pupils' progress.

We aim to provide the three pillars:


The Three Pillars of Effective Marking and Feedback



General guidelines:

- All work will receive at minimum a tick. Red pen should be used. Marking will be completed **before** the next lesson.
- Written marking must convey that the pupils' work is **valued**, and should not deface or become intrusive. Comments will **be brief** and to the point, such as 'Good paragraphs! Long sentences will be avoided. Avoid 'see me' – instead use 'work with me next' or similar comments or use a target group/focus group stamp. Group feedback can be used if many children have the same issue.
- Written feedback by the teacher should be clear and well presented, with correct use of spelling, punctuation and grammar, and following the handwriting guidelines.
- Children who are unable to read joined writing will need a printed written response or in some cases, verbal feedback.
- When appropriate, staff can mark while circulating during the lesson.
- At no time should members of staff write over any capital letter errors for that child – it is an expectation by the end of Year 2 basic sentence punctuation should be used.
- Good words, punctuation or phrases can be marked by **ONE** tick from the teacher – they should reflect the learning of that lesson where possible or relate to previous lessons.
- When children are involved in assessment or marking they should use a pencil to distinguish from adult marking – no coloured pens/pencils to be used.
- When needed or appropriate, feedback/marking should show clear indications of next steps and provide information to pupils about how to improve their work.
- Next steps/responses from the child should be marked by the teacher. Allocated time **must be** given for feedback to be read by pupils and acted upon **e.g first thing in the morning**.
- Staff will monitor that children have responded to written comments in books and mark the response.
- If a supply teacher marks work, the class teacher should ensure they use the symbol  or a supply teacher stamp. 

Verbal Feedback

1. This will be developmental.
2. Teachers will ensure all pupils understand what  stands for.
3. If used, teachers will mark VF and circle – this may be done during a lesson when the verbal feedback is given.
4. Impact from the VF should be evident in books.



The three symbols of our marking policy: ticks, dots and wiggly lines.

EYFS:

- In EYFS, marking and feedback should be carried out alongside the child during the activity in order to give instant feedback.
- All work should be marked once completed and next steps identified where appropriate. Adults should model what is expected in some next steps where appropriate.
- All members of staff are expected to mark and give feedback to the children they are working with.
- A tick should be used to show something is done well. Short positive comments are used where appropriate and these are read back to the child.
- Letter formation and finger spaces are key areas to be used as a next step. Spellings are also a focus for next steps – words which the children should know and which are individual to that child should be used. They may come from the high frequency words or the monster phonics words.
- An editing dot is used above the correction needed e.g letter formation, spelling and the correction should be done above. No more than 3 per piece.
- The wiggly line is used as '*Have a look at... and improve...*'
- **TS** used to show Teacher/teaching assistant assisted work or support from a teacher.
- **VF** should be used for verbal feedback and where appropriate the impact of this should be seen in subsequent work.

In KS1:

- Editing dots should be used in KS1 to establish the building blocks for writing. Therefore, to begin with, letter formation, including finger spaces, should be corrected in every piece of writing where necessary. This refers to the size of the letters, positioning on the handwriting lines, the direction of the letter and ascenders and descenders positioning.
- Edits/next steps/feedback should all refer to the appropriate writing interims for that year group.
- Where there are inconsistencies throughout a piece of writing e.g sizing of letters, this can be written as a next step by the teacher which must be followed up by the child and marked by the teacher.
- A dot will be put ABOVE high frequency words spelt incorrectly as appropriate to the child, - maximum of 3 per piece of work. The incorrect spelling should be crossed out with a ruler and written in pencil above.
- For more able or HA learners, the dot could be put next to more adventurous vocabulary the child has attempted and the use of their '*Have a go sheets*' in their writing jotters should be encouraged to work out the correct spelling, or the use of a dictionary where appropriate. Again, the correct spelling to be written above the word/s improved in pencil, with the incorrect spelling crossed out with a ruler (modelled by the teacher where needed). Maximum three per work (this includes all books and NOT just English).
- The editing dot can then also be modelled for the incorrect use of capital letters and full stops. Again, the incorrect letter should be crossed out with a ruler and then the capital letter written above the incorrect example in pencil. In the case of a full stop error, the punctuation mark will be added in by the child.
- When ready, the editing dot can be placed in the margin, with the expectation the child must work out what needs editing themselves or with an editing buddy. Again – ruler to be used to cross out any parts being changed and the edits written above the incorrect part in pencil. This will need to be modelled regularly by the teacher.
- **ALL** edits should be acknowledged by the teacher with a tick.
- A wiggly line will be used to suggest an improvement to their work *e.g to improve a vocabulary choice, or to improve a sentence or paragraph*. This should be linked to the L.O of the lesson where possible or to the writing interims..
- **Cold tasks** and **hot tasks** do not need in depth marking or corrections/editing – instead identify one positive aspect/part from their work. *E.g I like your sentence start – 'Wearily.'* Cold tasks are used to inform planning and areas needed to cover.
- Published pieces do not need editing/corrections marked – identify a positive aspect/part or write – 'A good published piece of work.'

In KS2:

- Ensure the above steps are secure before moving on to more advanced editing.
- Edits/next steps/feedback should all refer to the appropriate writing interims for that year group.
- The expectation is that by KS2, high frequency/common words should be spelt correctly – these must be picked up early if not and editing dots used.
- Children to be encouraged to put a sequence of dots under any adventurous/ challenging words they use in their work, which they feel, may be spelt incorrectly. *E.g intriguing...* this is to encourage children not to just use simple vocabulary. They will need to go back and find the correct spelling when finished and edit appropriately.
- By KS2 the majority of children should be able to respond to editing dots in margins (maximum of three per piece - this applies to ALL books and not just English). These MUST be acknowledged and ticked off by the teacher.
- Editing dots in margins should move past just spellings and basic punctuation and focus on the use of more advanced punctuation, vocabulary choices and sentence structure/reordering – which will need to be modelled and taught using the visualiser, intervention groups, target groups etc. When classes are in the 'Innovation stage' of T4W, each lesson should begin with a daily modelling of editing and reviewing of a selection of books and their shared writing under the visualiser.
- When ready, and if appropriate, a dot x an amount will be written at the end of a paragraph or piece of work with the expectation the child will need to work out what the edits are.
- **ALL** edits should be acknowledged by the teacher with a tick.
- A wiggly line will be used to suggest an improvement to their work *e.g to improve a vocabulary choice, or to improve a sentence or paragraph*. This should be linked to the L.O of the lesson where possible.
- **Cold tasks** and **Hot tasks** do not need in depth marking or corrections/editing – instead identify one positive aspect/part from their work. *E.g I like your sentence start – 'Wearily.'* Cold tasks are used to inform planning and areas needed to cover.
- Self/peer assessment needs to be planned in regularly. A perfect opportunity for this is during the innovation stage. Where pupils have written in pen, editing to be done in pencil.

Power Maths KS1 & KS2:

- All answers should be marked in red pen.
- Correct answers should be ticked.
- Incorrect answers should be given an edit correction dot.
- Corrections should be made next to the edit correction dot, **not rubbed out**, and then ticked when completed.
- Corrections should be completed prior to the next lesson so any misconceptions can be rectified or pre-teach activities carried out.
- **VF** can be used when teacher input is needed – this must be accompanied with modelling by the teacher.
- **TS** to be used when a child has been supported by either a teacher or TA.
- Positive comments used frequently.
- Next steps to be given where needed – this could be reference to a challenge activity or an extension question.
- If a child is absent, this must be noted and the learning of that lesson caught up with on their return *e.g during assembly time or morning time*.

Monitoring

- All staff will monitor the effectiveness of their own feedback and response termly. They will check their books to ensure all work is marked to policy, is having an impact
- The Leadership Team will monitor children's books during work scrutinies at least three times a year and looking at books will be part of the lesson observations and learning walks on at least six occasions during the year.
- Feedback and response will be looked at during drop-ins by Head teacher and senior staff, and through discussions with pupils.

Developmental Feedback- Do NOT use

Do not forget to.../Next time remember to...

Improve your ... punctuation / handwriting.

Complete corrections. (this is not developmental)

Same repeated comments each week

Can you..... sentences. .

Examples of Developmental Feedback

- *Please rewrite sentence marked * ...using an adverb / with correct punctuation / to improve impact.*
- *Now think of a real life situation where you would use this.*
- *Now solve the following problem (or problem on sheet)*
- *What is the definition of a ... parallelogram / adverb?*
- *Now complete this word problem.*



Presentation – Good Practice Guide – Updated September 2022

- Children will be taught the agreed handwriting style (Penpals for Handwriting Scheme)
- Children will be encouraged to join when they can form all letters correctly and not before.
- Pens, when used, will be **blue**. Consistency in pen type is expected – children **MUST** use the school pens provided and not their own (left-handed children can have a school pen ordered for them).
- **Y1 & 2** children will write in pencil.
- **Y3** children will write in pencil. There may be an exceptional child in year 3 that the teacher feels is ready to move onto using a pen.
- **Y4** children will mostly write in pencil with an increasing number moving onto pen when they form letters correctly and can join neatly at all times (not just in handwriting practice). By the end of year 4, it is expected that more than a half of children will be writing in pen.
- **Y5** children will continue to be moved onto pen, with an expectation that by the end of the first term, all children will be writing with a blue pen. There may be exceptions for certain children as agreed with SENCo.
- **Y6** children will be expected to always write with a blue pen, for English and topic. There may be occasional children where exception applies, as agreed with SENCo.
- Each piece of work will have a **date and title**, to be written and underlined in the writing tool used, ie pencil if working in pencil, pen if working in pen.
- For maths, the title may include a page number to refer to the page in Power Maths if appropriate. All maths work and any pictures, diagrams, sketches in other subjects will be in pencil.
- Rulers will be used for all maths lines (such as number lines, column addition, grid multiplication) and for tables etc. in Science and other subjects.
- **Date** to start on left side of book.
- Short date for Maths, Reading and Handwriting/spelling exercise books i.e. **25.10.2019**
- Long date in English books, including when writing pieces for topic. **Monday 25th October 2022**. In science books, top line not to be used so that children do not write their title really big due to the size of the line.
- Title to be written on the next line in the centre of the page
- Work to be started on the next line.
- Children in KS1 will be taught to use the ruler correctly with the expectation by the end of Year 2 they will be consistently using one.
- If title has more than one word, capital letters should be correct. ie; **Past Tense, Days of the Week, Addition and Subtraction, Using Number Lines** etc.
- **Mistakes** will have a line drawn through with a ruler using pencil.
- Tippex or correction fluid should not be used by children.
- Children will start a new page each day.
- Crayons may be used to add detail to work where necessary, ie maps in geography, when related to learning objectives.
- Self or peer marking will be in pencil and initialled by child.
- Felt pens may be used on paper where appropriate (ie. posters), but not in books.
- Worksheets or sheets stuck in books should be kept to a minimum.