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Statement of procedure for: Feedback

<i>Version</i>	2
Created	September 2023
Approved by Governors	na
Review Cycle	Annual
Next Review	2024
Source	DH

1 Introduction

At Paddox Primary School we recognise feedback as an integral part of the Plan-Teach-Review cycle and that it should support pupils to be active and motivated learners.

This policy aims to ensure consistency with the feedback being shared with pupils throughout their learning journey by supporting them to move forward and build upon their learning. We encourage teachers to use their professional judgements when providing feedback to pupils within their class in a way that considers the needs of the individual whilst promoting independence to self-check and correct their work.

This is underpinned by research completed by the Education Endowment Foundation (EEF) who clarify that effective feedback should;

- Be specific, accurate, and clear
- Encourage and support further effort
- Provide specific guidance on how to improve
- Be given sparingly to ensure it is meaningful
- Put the onus on the pupil to correct their own mistakes
- Alert the teacher to misconceptions so that he / she can address them

2 How do we mark?

Following extensive research and trials into feedback, both staff and leaders within the school have co-constructed a feedback policy that is effective in supporting the progress of pupils and manageable for staff so they can be effective when providing live feedback.

Feedback can be shared with pupils for a range of purposes, all with the aim to support them in making progress and move forward with their learning. In the most basic form, we identify feedback as written or verbal. Staff members are encouraged to utilise verbal feedback primarily within the lesson (including the use of modelling) along with live written feedback where possible. With this in mind, a hybrid approach has been developed across the curriculum.

In English and Maths, live feedback is essential and books must have written feedback visible and ready for the next lesson to summarise the overall outcome of the lesson.

Across all other subjects, the feedback summary form (Appendix A) will be used to record a snapshot of the key headlines and the progress made within the lesson. Written feedback is not an expectation however, it is at the teacher's discretion whether written feedback and/or modelling will be beneficial at a given time for any pupil.



- Live feedback is completed during or post-lesson using a green pen.
- It is expected that the majority of feedback is done in the lesson alongside the pupils.
- All work in English and Maths lessons must receive written feedback before the next time the children have their books.
- Teachers must write in green biro using the cursive handwriting letter formation using joins and correct spelling.

Green biro

- Live marking through modelling e.g:
 - correct layout of a written calculation
 - correct place value
 - a table to support problem solving or reasoning
 - prepositional/adverbial sentence starters
 - particular word classes
 - prefixes/suffixes
- Tick for correct answer
- Prompt or reminder e.g. capital letters, past tense, 3rd person – if this has been met in the rest of the work, tick it
- Letter formation or grammar or punctuation errors.
- Finger space indicated with |
- Paragraph indicated with //

Green ticks:

Staff must tick the intention of the lesson at the top of the page during or after the lesson to assess the child's work.

- One tick – a child has been provided with additional support within the lesson to work towards the learning intention and/or has partially met the learning intention.
- Two ticks – a child has achieved the learning intention independently.
- Three ticks – a child has successfully developed their learning further by 'deepening the moment'.

Pink pen: "Pink for Practise"

- Circle in pink pen focused grammar, punctuation or mathematical error or where there is a word or words missing.
- A pink pen will be used by an adult to draw a wavy line for spelling errors (preferably spellings that are linked to a recently learnt spelling rule or key words).
- KS1- pupils correct up to 2 spellings at the end of the piece of work, in pencil e.g. *bigger* _____
- KS2 – In all written work the children in Key Stage 2 should be correcting the following amount of words:
Year 3 to correct up to 3 underlined words,
Year 4/5/6 to correct up to 4 underlined words.
Note: A teacher's knowledge of their pupils is also taken into consideration when underlining incorrect spellings.
If words to be corrected are corrected incorrectly the children should have the word written for them with three pink lines for them to practice the word correctly.
e.g. *know* _____

Marking Code

Symbol	Meaning	Supplementary comments/marks
Green pen	Where the pupil has met the success criteria.	Positive praise or reinforcement through underlining three good examples
Pink pen	Area of Grammar, Punctuation, Spelling or mathematical error that needs changing.	Advice on how to improve or model a correct example
Three straight pink lines	The word needs to be written correctly three times.	Three pink lines after the word
ST	Supply Teacher	
S	Significant Teacher and Teaching Assistant support	

Pupils' responses

- Pupils should be encouraged to correct errors within the lesson using a purple pen where possible.
- Pupils' spellings **MUST** be acknowledged by the teacher with a tick, or written out again if incorrect.
- If the teacher's feedback does not result in improved work, this should be challenged by the teacher during the lesson or afterwards (when possible).
- All pupils complete mathematical error corrections.
- KS1/2 pupils must complete spellings on pink lines.
- 'Marking partners' should be used for editing and improvement lessons.
- Pupils from Y2 can use a purple pen for editing and improving their writing where appropriate. All pupils in KS2 must use purple pen for editing and improvement lessons.

Marking to support Moderation in Year 2 and Year 6:

- For the purposes of moderation, Y6 teachers highlight pupils' work in yellow highlighter where it meets statements from the end-of-key-stage ITAFs.
- Y6 Spring and Summer terms only: grammatical and spelling errors are demarcated by a small dot in the margin for pupils to self-check and self-correct.

Watch Out

If it is clear that the pupil has not understood the learning or a misconception has resulted in the work being more wrong than right, then write 'Watch Out'. When this misconception has been addressed, write the date or tick to acknowledge and some evidence of it being addressed (e.g. correct calculations, new sentences).

EYFS

In EYFS adults should systematically date, SC and annotate descriptions or quotes related to specific areas of learning to enable a comprehensive profile of pupil work to be in Numeracy, Writing books, and floor books where necessary. Adults should also green



correct work and pink incorrect formation of letters/numbers and misspelt previously taught tricky words.

Science and Foundation subjects

For all other remaining subjects, staff will complete a feedback form to record the key aspects of the lesson. There is no expectation for formal marking within books and this is left to the teacher's discretion. A teacher's professional judgement on the depth of marking is allowed on a lesson-by-lesson basis, therefore full, in-depth written feedback can be used if required. The learning intention must be ticked using the same format as English and Maths.

The information recorded on the feedback form will then inform the next lesson in that sequence and allows time for staff to adjust any further content moving forward to meet the needs of the class and/or individuals.

Any misconceptions that are identified within the lesson must be addressed.

A copy of the form can be found in the appendix.

KS1 Marking

- Tick in **green pen** where the pupil has met the learning intention.
- **Circle** in **pink pen** grammar, punctuation or mathematical errors or where there is a word/words missing.
- **Underline** in **pink pen** up to 3 spelling errors (these must be appropriate to the child) and then at the end of the piece of work write the words correctly with 3 pink lines for the children to correct e.g:
bigger _____
- In years 1 and 2 correct 2 letter formation or join errors at the end of a piece of work e.g:
k _____
- Use your **green biro** to model or prompt/remind children during their work e.g:
correct layout of a written calculation
correct place value
spelling rules
sentence starters
tick/cross answers
letter formation
finger spaces |
Greater Depth – 'Prove it', 'Explain how', 'Show me', 'Convince me', 'Show me another way'
- Remember to live mark the children's work at all opportunities during the lesson and if you have any other undirected time during the day.
- **Always use cursive handwriting!**

KS2 Marking

- Tick in **green pen** things they have done well mainly relating to the SC.
- **Circle** in **pink pen** grammar, punctuation or mathematical errors or where there is a word/words missing.
- **Underline** in **pink pen** up to 3 spelling errors in Year 3, 4 in Year 4, 5 in Year 5 and 6 in Year 6 (these must be appropriate to the child) and the children then correct these words. If these words are changed and are still incorrect; at the end of the piece of work write the words correctly with 3 pink lines for the children to correct e.g:
bigger _____
- Correct 2 letter formation or join errors at the end of a piece of work e.g:
qu _____
- Use your **green biro** to model or prompt/remind children during their work e.g:
correct layout of a written calculation
correct place value
spelling rules
sentence starters
tick/cross answers
letter formation
finger spaces |
paragraphs //
- Greater Depth – 'Prove it', 'Explain how', 'Show me', 'Convince me', 'Show me another way'
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Appendix A – feedback form



Lesson feedback sheet



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Date:	Lesson:
Absent:	
Key check-ins:	
Praise and share	Further support
Basic skills errors and misconceptions	
Notes for next lesson	