

# Coton-in-the-Elms CE (VC) Primary School



## Feedback and Pupil Response Policy

(To replace the previous Marking Policy)

The purpose of this policy is to provide clear guidelines so that there continues to be a consistent approach to the giving and receiving of feedback for the children, from lesson to lesson across the school. We believe that feedback, whether that is written or verbal, should serve the following purposes:

- Reward and appraise the achievements of children, motivating them to do their best
- Enable them to understand whether their work proves that they have met the learning objective
- Address misconceptions and ensure that work is of a good standard at all times
- Provide extra challenge and move learning on when it is appropriate

### Verbal Feedback

#### When

We believe that the best type of feedback given to children is immediate and during the lesson whilst they are working. Verbal feedback should be used on two occasions.

- 1) During the lesson as classroom adults are monitoring the progress made by children whilst they are working independently on a task.
- 2) Where an adult has worked alongside the child or the group for a given amount of time in the lesson – guided or supported work. **If a classroom adult has guided or supported a group then this piece of work will not require any additional marking at the end of the lesson, provided that progress is evident and there are no misconceptions.**

Examples of where this may be used could include: A classroom adult recognises that a child has missed out their capital letters as they are writing, a classroom adult has had to provide an example on how to set out a calculation on a whiteboard, A child has missed out a comma from their sentence, a further explanation was required by an adult to enable the child to understand, a child has had to be reminded about their handwriting or presentation or the amount of work that they are producing or where an classroom adult has supporting a group whilst they are working.

#### How

Classroom adults will use a 'V' in a circle where verbal feedback has been given and use a G in a circle when support or guidance has been provided.

Where a 'V' in a circle has been used, there should be evidence of rapid improvement by the child thereafter. This will enable the child to demonstrate progress over the lesson.

#### The amount

Verbal feedback is not used as a regular alternative to detailed written feedback and a child should receive a balance of both across the week or a unit of work.

## Written Feedback

### When

We believe that written feedback enables children to track their achievements from lesson to lesson and it helps them to improve their learning. All written feedback should focus on the learning acquired rather than solely the quality of the completed task. **Any work which has been produced independently without the support of a class adult should be marked in time for the next lesson.**

Green pen will be used at all times (The Headteacher will use blue pen)

Stickers and team points will be rewarded for effort and work of sufficient quality at all times

### How

Staff will put a star and then write a positive comment in relation to the learning objective. See below for an example:

| Learning Objective                           | Positive Comment   |
|--|--|
| LO – Use written methods of division         | *You have set out your calculations correctly – well done!     |
| LO – To research how the Mayans used to live | *Some brilliant facts here Frankie!                            |
| LO – To use language for effect              | *Wow – I am impressed with your use of personification Hannah! |

Staff will then write EITHER ‘a now sentence’ or ‘a please sentence.’

A ‘now sentence’ will be an extension through an imperative instruction offering further challenge to move learning forward. ‘Now sentences’ will be phrased as an imperative starting with the word ‘**now**’

Examples of this could include:

**Now** try this: 3454 – 4532

**Now** write me a sentence with a simile in that could be added to your introduction

**Now** write add an adjective to this sentence: The .....door closed behind him

**Now** try this: Alison got up at 7:30am and it took her 45 minutes to get ready from school. What time did she leave the house?

**Now** try this: A triangle can not have more than two obtuse angles – True or False – explain how you know

**Now** justify your reasons

**A ‘Now sentence’ must be written if the child has achieved the learning objective**

**A ‘Please Sentence’ will be written if the child has made a mistake in relation to the learning objective**

Examples of this could include:

- If the learning objective was: *Use written methods for division* - **Please** check question 7 below – here is an example to help you....
- If the learning objective was: *Use adverbs effectively* - **Please** rewrite sentences 3 and 6 and use one of these adverbs – silently, angrily, politely.

- If the learning objective was: *Develop our understanding of chronology* - **Please** have another go at putting the dates in order – remember to look at the first 2 digits!

### **Spellings**

Staff will not point out every spelling mistake as this can also demotivate the child. They will point out a maximum of three on each piece of work. The Oops stamp will be used and the incorrect spelling will be underlined with a squiggly line. Where possible, the child will look up the correct spelling and write it correctly on the same piece of work. Teachers should be mindful about the type of words that they are asking the children to correct, only age appropriate words which are spelt incorrectly should be pointed out. We believe that child should be independent learners and we encourage children to look up the correct spelling for themselves where possible.

### **Pupil Response to written feedback**

We believe that pupil response is a vital process which enables the children to reflect on their learning. When pupil response time is used effectively, children can use time provided to either address misconceptions from the previous lesson before new learning is introduced or they can extend their learning from the previous lesson.

### **When**

Response to marking will be completed at the **start of every lesson**. Children will be given an appropriate amount of time to reflect on their work and move their learning forward. If children are unable to complete response on their own or if they are unable to read the teacher's comments an adult may be deployed to support them either in a group or in a one to one situation.

### **How**

Children will always complete their response with a sharp purple 'polishing' pencil crayon. This is because it is clear where a child has had another go or where they have provided a response.

Staff should ensure that response is completed properly and challenge the children on the use of inappropriate response to marking such as 'I will try' or 'okay';

