



## Shankhill C of E Primary School

*Our vision: Creative learning, personal achievement and happiness.  
Enabling everyone to flourish and 'to live life in all its fullness'. (John 10:10)*

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### QUALITY FEEDBACK: Focusing on success and improvement

#### Purpose

- To acknowledge and **praise** effort and attainment;
- To **correct mistakes and provide constructive feedback**;
- To **assess children's learning against stated learning questions**;
- To **challenge pupil's understanding further**;
- To **set next goals so pupils continue to make progress within and across learning**;
- To encourage pupils to become reflective and evaluative learners (metacognition).

#### Principles

We will strive as a school to build a reflective and evaluative culture where:

- ✓ mistakes are accepted;
- ✓ improvements are seen as positive steps to success;
- ✓ children are challenged to take their learning further;
- ✓ achievements are celebrated.

Working in a small school means that adults are in a position to give immediate verbal (and sometimes written) feedback, to most children, in each lesson they teach. Adults are able to:

- intervene with any misconceptions and provide immediate support to overcome challenges;
- check pupils understanding and discuss what the next stage of learning or goal will be;
- provide immediate challenge, moving children on to the next stage of work, or enabling them to look at the concept in greater depth, enabling children to deepen their understanding;
- enable pupils to question and reflect upon how learning fits together and can be linked.

Verbal or written feedback will be provided **in all curriculum subjects**. Feedback will begin with a focus on the successes against the learning question, then provide improvement prompts or next goals. This may be given as a 'challenge question' or prompt.

#### Procedures

When marking and preparing feedback, teachers/teaching assistants will:

- encourage self-marking, peer-marking and marking with the class and teacher to facilitate learning conversations that can enhance feedback;
- encourage pupils to improve and show their learning progress using **purple progress pen**;
- write general comments in **blue**, which evaluate learning against LQ and comments which reflect great progress or exceptional learning, will be written in **pink**;
- use **green** to suggest how work could be improved or what needs to be corrected "fixed". They may provide a focused comment, verbal or written, which should help the child to 'close the gap' between what they have achieved and what they could have achieved;
- may write a 'Next Goal' in **purple** to support or challenge learning further;
- if the learning question is achieved, may provide a 'challenge' question, to test the depth of understanding. This will be written in **purple**;
- where appropriate, highlight any spelling (age appropriate/which link to the learning question) and punctuation mistakes (age appropriate).

This policy guides us through this process and provides clear and consistent structures to support pupils and adults alike.

### General Guidance

- Learning Objectives will, where possible, be framed as a question, e.g. 'Can I...' or 'How can I measure area?' and be referred to as our *Learning Question*. This facilitates and instigates learning conversations which evaluate learning with the children. **Children then explore and provide evidence to answer this question.**
- All children's work will be seen and acknowledged by teachers and/or teaching assistants as soon as possible following the agreed feedback routines (see Appendix 1) *Note: not all work requires written comment.*
- Action codes for re-drafting/proofreading are displayed in each classroom, and will be taught to and understood by the children.
- Comments, whether verbal or written, should relate to the LQ of the task or target. Task expectations must be made clear to the child before commencing.
- Comments will be positive, give suggestions on ways the child can improve, provide the child with further challenge or inform them of the next goal in their learning.
- Not all spelling, punctuation and grammatical errors are marked in every piece of work. They will be highlighted based on the learning question that is the basis for the task and the teachers understanding of each child's ability.
- Feedback should be carried out using the colours agreed by school. (School provide marking pens.)
- Children will be provided with time to respond to the marking within the lesson or during the next lesson. Pupils will use these codes, colours and guidance to improve or fix their/their peer's work.
- Time will be provided for children to reflect upon and discuss their own and their peers learning, with their talk partners.
- With all children but especially young children in Early Years and Key Stage 1, constant and immediate verbal feedback should be the primary way of delivering improvement prompts throughout the lesson. This may include praise, questioning, reminder prompts, etc.
- Feedback for pupils with Special Educational Needs will be appropriate to their individual needs.
- The agreed symbols will be used consistently across the school for feedback - see appendices for codes.

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Appendix One - Early Years Feedback

Appendix Two - Key Stage One Feedback and Action Codes

Appendix Three - Key Stage Two Feedback and Editing / Action Codes

# Early Years FEEDBACK



this is good



mistake? fix it



praise award (star sticker)

# Key Stage 1 FEEDBACK



## Action Code

- ✓ This is correct, a good point
- ? Have you made a mistake?
- p Check for punctuation
- sp Check this spelling

## Learning Feedback

- ✓ ✓LQ ✓LQ How well did I learn?
- NG → Next Goal
- I Independent work
- S Supported work
- ★ Praise Award (star sticker)

# Key Stage 2 FEEDBACK



## Action Code

- ✓ This is correct, a good point
- ? Have you made a mistake?
- p Check for punctuation
- ^ Insert a missing word
- sp Check / learn this spelling
- ┌ Paragraph/new line

## Learning Feedback

✓ ✓LQ ✓LQ How well did I learn?

NG → Next Goal

I Independent work

S Supported work

★ Praise Award (star sticker)