

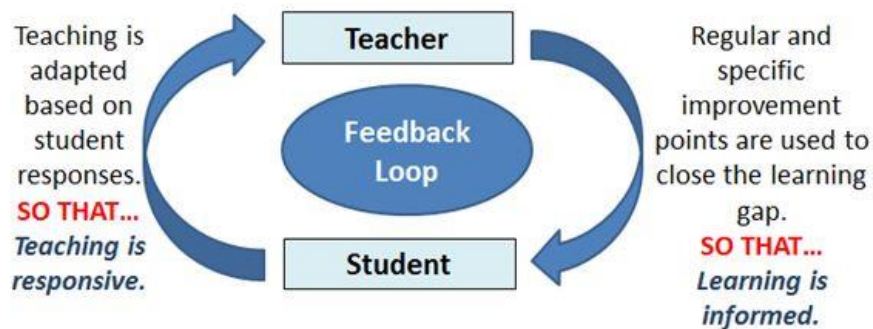


Moss Hey Primary School Feedback Policy Summer 2019

At Moss Hey Primary School we believe that feedback, which may be written or verbal, is a crucial part of the teaching and learning process.

Feedback is a two way process between the learner and the teacher about the learner's performance relative to learning goals.

Feedback redirects or refocuses either the teacher's or the learner's actions to achieve a goal.



"What impact does my feedback have on the child's learning and their progress?"

At Moss Hey Primary School, we appreciate that some feedback is in the form of marking.

The following principles ensure consistency of marking throughout the school.

Marking Expectations:




- Not every piece of work will be marked; the teacher's professionalism will be trusted.
 - There may be 'in depth' marking.
 - There may be 'light touch' marking.
 - There may be self and/or peer marking.
 - There may be 'live marking' that takes place as the lesson progresses.
- Children may have to respond to this developmental feedback.
- Teachers will apply the agreed principles in the 'Moss Hey Way: Our Books'

The Moss Hey Way: Our books

At Moss Hey, we know that:

- Children's books reflect the quality of teaching over time.
- Children's books reflect the learning journey over time; progress will be evident in terms of quantity and quality.
- Children should take a pride in their presentation, and that adults should teach them to take a pride in their work.
- Work in books forms part of the evidence trail to show progress and therefore to support teacher assessments.

At Moss Hey, we have developed a consistent approach to work in books

- All work must have a date.
- The learning intention is recorded in books:
 - KS2 – Steps to success table in literacy / WALT in all other subjects
 - A sticker system will be used in FS and KS1
 - There is a standard approach to stickers:
 - Date
 - Language such as: Today we are learning to/practising/experimenting/getting better at
 - The success criteria literacy
 - Comic Sans font
 - The teacher will mark the sticker with blue ticks or green as appropriate
- A standard approach is used when a traffic light 'challenge by choice' lesson takes place
 -  Red challenge - Working towards expected standard
 -  Amber challenge – working at expected standard
 -  Green: challenge – working at greater depth

Children draw a coloured circle next to the task they are completing to indicate which challenge it is.

- When a challenge is given a comment or question will be given to extend thinking and learning further, this will be in the form of a sticker in green font or written in a green pen.

At Moss Hey, we have developed a consistent approach to marking:

- Marking is only worth doing if it is meaningful and moves learning on.
- There is an understanding that, in FS/KS1, it is important to indicate whether the child has worked totally independently (I), a high level of teacher input with high levels of adult focus (AF) or whether they have started off with an adult in a modelling situation and then move off with some guidance (TG)
- In KS2 these codes will be used mainly for SEND pupils
- When the teacher writes comments:
 - They will be short and purposeful.
 - Teachers may use ticks, stampers, stickers, smiley faces.
 - Pupils are to be more accountable – feedback from teachers need to be actioned by the pupil

Improvements will be written or highlighted in green. (Green for growth).

Positive comments will be written or highlighted in blue. (Blue for brilliant)

Children responses: Children will respond, improve and correct in purple pen (purple polish)

Marking in books – what it looks like:

- Green dot in Maths to show incorrect answer
- Blue tick in Maths to show correct answer
- I for independent work
- AF for adult focussed/led work
- TG for teacher guided (different to the more intense adult focus)
- Children peer mark in red pen and write name of pupil marking
- LP worked with a Learning Partner
- KS1: Sp to indicate incorrect spelling of key words. (Correct spelling given if appropriate to the activity and age of the child. Not every incorrect spelling will be highlighted)
- KS2: Sp will be in the margin to indicate that there is a spelling mistake on that line
- / to show new line (new speaker, new line)
- // to show new paragraph
- ○ Around letters that should be capitals (KS1) the circle is in the margins in KS2
- ● KS1 a green line to indicate missing punctuation KS2 a comment
- . To show full stop
- ^ To show omission
- ⌋ 'Next steps'