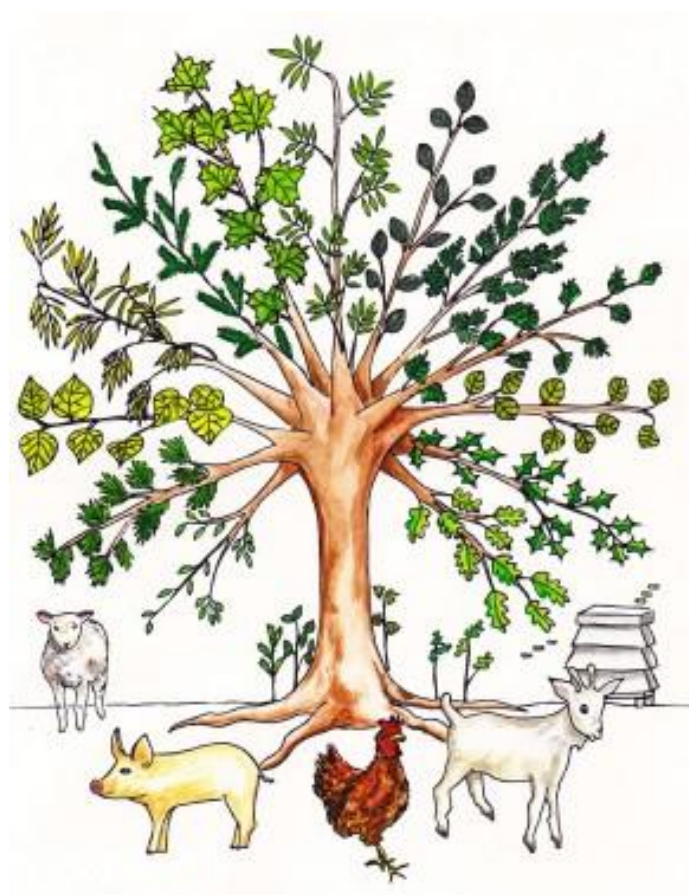


Edwalton Primary School Feedback Policy



Date of policy review: November 2024
Date of next review: November 2025
Reviewed by: Nikki Middleton (Assistant Head)

Feedback Policy

- The focus of feedback, marking and assessment should be to further children's learning.
- Feedback delivered closest to the point of action is most effective.

Giving Feedback (Year 1 – Year 6)

All work should be reviewed and acknowledged in books.

In EYFS, all feedback is given verbally in the moment.

The highlighting of the learning objective (LO) in green/orange/pink according to the success of the work will provide immediate feedback to the children.

E.g. **LO**: To be able to use expanded noun phrases.

If a child has completed an extension task successfully, the letter EXT should be highlighted yellow.

E.g. **EXT**: Use a thesaurus to improve the adjective in your expanded noun phrase.

Written marking should be used **only** where meaningful guidance can be offered and when it has not been possible to provide this during the classroom session.

In the case of groups of pupils having a common need, it may be appropriate for teachers to adjust planning or grouping rather than providing a written comment.

All written feedback should be given using green pen.

Feedback on the Writing Process

The writing process is broadly divided into 3 parts: immersion and vocabulary; grammar and punctuation skills; and drafting, writing and editing. It is important that feedback on misspelling, and misconceptions in grammar, punctuation and spelling are given and responded to during parts 1 and 2.

It is expected that an in-depth mark with written feedback is given during the drafting process for all children. Marking symbols may be used where these are understood by pupils (see appendix for marking symbols). This will allow children's achievements to be recognised and provide further guidance for future learning.

In Key Stage 1, pink and blue highlighting can be used to signpost examples when measured against the Learning Objective Eg If LO is to use powerful verbs, these may be highlighted within the written text.

Maths Feedback

Feedback for maths should be given to address misconceptions and may be modelled in a variety of different concrete, pictorial or abstract ways.

White Rose workbooks will be marked for every session. No next steps will be identified as the next lesson is the next step.


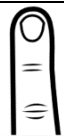


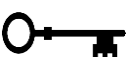













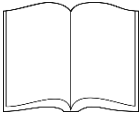

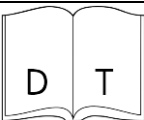






Extension tasks in maths journals will be marked and **EXT** highlighted yellow if successful.

Responding to feedback

A response should be given to all feedback.

It is expected that responding to feedback is routine. Ensure that time is provided within the school day for children to respond to written comments/feedback.

Appendix – Marking symbols

		ABC		?	!	c,
Full Stop	Finger Spaces	Capital Letters	Forming Letters	Question Mark	Exclamation Mark	Comma
		cc		1st	2nd	3rd
Say it aloud	Key Vocabulary	Conjunction	Phonics	First Person	First Person	Third Person
a'	Tt	sp				
Apostrophe	Mixed Capitals	Spelling	Adventurous Vocabulary	Past Tense	Present Tense	Future Tense
Adj	V	N	Adv		Adv,	
Adjectives	Verbs	Nouns	Adverbs and adverbials	preposition	Fronted adverbials	Paragraphs
, — ,	+		“ ”	aaa	ENP	KF
Embedded clause	Add more detail	Sentence openers	Inverted Commas	Alliteration	Expanded noun phrase	Key Features
		<u>be</u>d	,who,		like/as	was/is
Character Feelings	Interesting ideas	Letter reversal	Relative Clause	Personification	Similes	Metaphors
 MC SC <small>(Main Clause) (Subordinate Clause)</small>	sa	pa	O – V – S	S – V – O		
Vary sentence structure (complex sentence)	Self-assessed	Peer-assessed	Passive voice	Active voice	Beginning Middle End	Read Through
	joined				Would/should/could	TW
Short sentence for effect	Joined writing	Dictionary/Thesaurus	Adverbs of time	Adverb of place	Modal verbs	Tricky words
			mm		The boy/he	- - , , ()
Own Viewpoint	Oral retell	Link paragraphs	Mark making	Onomatopoeia	Varying pronouns	Parenthesis