Feedback Policy

Rational

Regular consistent feedback of a child's work is an important assessment strategy available to staff and is at the heart of great teaching and effective learning. Undertaken thoughtfully and constructively it can prove highly influential in motivating children to realise their potential. At Heronshaw school we ensure that learners get the maximum benefit from their education through regular feedback from all staff to enable them to understand their progress and achievement and what they need to do next to improve.

'Feedback is one of the most powerful influences on learning and achievement'

Hattie & Timperley 2007, Review of Educational Research

The marking and feedback policy is in place to:

- Ensure there is a consistent approach to marking children's work
- Ensure the expectations are clear to pupils, teachers and parents
- Ensure children make rapid and sustained progress

Why do we mark children's work?

- To support children to identify their achievements and next steps in learning.
- To support teachers in monitoring progress and identifying what has not been fully understood. This then informs planning and subsequent learning.
- To show that children's work is valued

Effective marking should:

- Provide clear feedback to the children about the strengths and next steps in their work ensuring the marking refers to the learning objective of the lesson and the NIK (Now I Know)
- Reward children's effort and progress
- Encourage children to continually improve their work through reflection and self-assessment
- Support children by identifying the next steps in learning and provide opportunities to address these **at the point of teaching**.

Feedback

- Marking is of value when it is read and responded to by the child **at the point of teaching**. The child must understand the marking scheme in order to do this effectively.
- Wherever possible, marking should take place with the children in the lesson and at the point of teaching. It offers guidance as to the extent to which the objective of the lesson has been met and suggests the next steps children might take in their learning.
- Children should respond to this feedback within the lesson, unless it is part of an English editing lesson.
- Marking shows the extent to which the learning objective has been met and identifies the next steps the children might take in their learning and informing future planning.

Marking and feedback – what it looks like in practise.

- Marking should be carried out in the moment, with the child. **The most effective feedback is given at the point of teaching and is responded to by the child immediately.** This allows the child to make good progress and address any misconceptions quickly, in order to move learning forward.
- Successes can be marked with a pink pen (tickled pink)
- Areas to develop will be marked with a green pen, following the Heronshaw marking code. This will always require a response from the child. This is to be done in pencil.
- 'Deep marking' is only to be used for an independent write and should indicate areas for development and areas of strength.
- **Pupil premium children's work will be 'hot' marked first in order for them to make rapid progress towards closing their gaps.**
- Every lesson must be marked using the Heronshaw School marking scheme, indicating the level of support and if the learning objective was met for that lesson.
- This feedback then informs planning, which should be adapted accordingly.
- Feedback can be given on showbie using voice notes.

	Heronshaw Marking Scheme

All work is marked using the following codes:

S	Support given
VF	Verbal feedback given
Pink	'Tickled pink' – what the children have done well.
Green	'Green for growth' – this may be a support tool given to the children or a challenge to move their learning on.
XX	Staff member to initial lesson taught

Policy information	
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