

At Keresley Newland, we believe that it is our job to help pupils see “a better reflection of themselves” in the mirror and provide them with a path to get them there. This is done through effective feedback. We believe that there are some fundamentally important principles of effective feedback and these consistently underpin our approach.

We believe that pupils’ self-esteem and resilience will develop through positive yet challenging feedback and that this is best done when personalised for the child’s developmental readiness as much as possible.

Principles underpinning effective feedback

- ✓ Clear criteria set for assessment.
- ✓ There will be a balance of feedback methods used – fit for purpose.
- ✓ It will be as immediate as possible (ideally at the point of learning – “Live” Feedback)
- ✓ Pupils provided with clear reasons for success.
- ✓ Over time, pupils know what to do to be the better reflection of themselves.
- ✓ Accountability – train pupils to be accountable for their learning.
- ✓ Learners should clearly know about how well they have achieved a Learning Question.
- ✓ Target Stickers in English and Maths (help key pupils to see their next steps).
- ✓ Effort should be identified and praised.
- ✓ Use range of types of feedback – fit for purpose.
- ✓ Pupils actively involved and take ownership by the end of Year 6.
- ✓ Simple marking codes are used consistently.
- ✓ Written comments must be purposeful and relevant to the learning.
- ✓ Time will be allocated so that feedback can be followed up by pupils if given in written form by an adult.

This will be achieved through:

- Verbal feedback
- Spotting of learning questions
- Subject specific feedback
- Individual targets
- Sharing of data
- Self-assessment and peer-assessment

Verbal feedback

Verbal feedback and dialogue should be embedded within every session. It should be specific to the success criteria and should identify both positives and next steps so that the child has a clear understanding of how to move their learning forward. It should help pupils to check their work for the high standards of presentation, grammar, spelling and punctuation that are expected. Every pupil should receive verbal feedback on a regular basis. There is no expectation to note that verbal feedback has occurred. During regular classroom or learner monitoring, pupils will be expected to talk about this feedback and how they are using it to improve.

Spotting of learning questions

Each piece of work carried out in books will have a learning sticker which states what the Learning Question is. Some subjects have more specific feedback – see below. This will be ‘spotted’ to show achievement within the lesson using the following colours:

Colour	What it means
Green	You have understood and achieved the Learning Question.
Yellow	You have partly understood and achieved the Learning Question (not used in English – see below)
Pink	You have not understood the Learning Question and not achieved it.

If a green spot is given...

Success against the Learning Question may be demonstrated through ticks or highlighting within the piece of work.

If a yellow or pink spot is given...

It is expected that this is followed-up in some way with the pupil. This may be through verbal feedback, providing the pupil with a chance to improve, re-teaching in a different way or a note on planning to inform future learning.

Basics

It is expected that each piece of work will demonstrate pride in work and a high standard of presentation, grammar, punctuation and spelling, linked to the Year Group that the learner is working within. By the end of Year 6, it is intended that pupils will have been trained up so that they can make any corrections or improvements to these independently. This will require training linked to their stage in development. There is also an expectation that our children are trying to improve their vocabulary so some words and phrases may be highlighted in orange for the child to improve.

The following marking codes should be used by adults when marking books.

Code	What it means
P	Presentation is not good enough. Pupils may be expected to do it again and improvement expected in subsequent pieces of work. If no improvement is made, the learner may be asked to speak to a Team Leader about their work who will keep it under review.
sp	Spelling mistake. This may be written next to the word, in the margin or at the start of the piece of work with how many mistakes there are. This will depend on the child's stage in development. Some spellings may be corrected by an adult for certain pupils, depending on their individual needs or if the words are ambitious for the child. It is expected that, for most children: <ul style="list-style-type: none"> • <i>all spellings from the previous year group will be correct</i> • <i>the date is copied/spelled correctly</i> • <i>identified key words for the lesson are spelled correctly</i>
_____	Something is wrong. Pupils will be expected to correct this.
^	Something is missing. Pupils will be expected to add this in.
GG	To show that the pupil has been guided by an adult.
	Where an adult highlights a word or phrase in orange, this is a piece of vocabulary that needs to be improved.

By the end of Key Stage 2, it will be expected that most children will be mostly independent when checking and correcting their work. When children are developmentally ready, the exact mistakes or

missing parts will not be marked on the work. There may be a reminder such as “2 commas” written in a margin for children to find and correct themselves.

Pupils will be expected to respond to this marking at a convenient point. Any corrections should be responded to by pupils.

Subject specific feedback

English or Writing

In Writing lessons, individual skills to master will be mentioned separately on a Learning Question sticker. They will be highlighted in Green or Pink pen depending on how well the child has understood them.

Some writing skills and concepts take a long time to master. Instead of using Yellow spots in English, if a skill is being developed but not quite mastered yet, it may be highlighted with a broken green line to show that it is getting there. The evidence of this skill in the piece of work may also be underlined with a broken green line to show that this is evidence that the child is on the journey towards mastering that skill but is not quite there yet.

LQ: Can I write effective sentences for a non-chronological report?

Steps to success:

Adverbial clause using 'where'

Semi-colon

Relative clause

In this example, the child has mastered using adverbial clauses, has not mastered using semi-colons and is on the journey with using relative clauses.

Where there are a lot of improvements or editing to a sentence, a flap of paper may be stuck over the original sentence with the new one written on top so that improvements can be compared.

Basics – Stickers and Accuracy Points:

There are basic expectations for each year group as follows:

Reception and Year One:

- Capital letters
- Full stops
- Finger spaces
- Use phonics

Year Two:

- Capital letters
- Full stops
- Question marks
- Exclamation marks
- Finger spaces
- Use phonics

- Neat handwriting

Year Three:

- Capital letters
- Full stops
- Question marks
- Exclamation marks
- Commas for lists
- Finger spaces
- Use phonics
- Neat joined handwriting

Year Four:

- Capital letters
- Full stops
- Question marks
- Exclamation marks
- Inverted commas
- Apostrophes for contraction
- Full stops
- Question marks
- Exclamation marks
- All use of commas
- Inverted commas - full punctuation, new speaker new line
- Neat joined handwriting

Year 5 and 6:

- Capital letters
- Full stops
- Question marks
- Exclamation marks
- Commas used correctly
- Inverted commas - full punctuation, new speaker new line
- Apostrophes for contraction and possession
- Brackets
- Dashes
- Paragraphs
- Neat joined handwriting
- Colon
- Semi-colon

These expectations are printed on learning stickers. Failure to use these is reflected in a points system on key pieces of work, where children lose points out of 20 Accuracy Points. Points are noted on a class leader board.

Cold and Hot Tasks

Cold tasks are used to identify key areas for learning over the next unit of work and are visible as on blue paper.

Hot tasks on yellow paper, show progress. These are marked against general expectations and specific criteria. have specific success criteria. Evidence of application of new learning or progress will be highlighted in green. Other marking codes may be used as appropriate for the child. At the end of the piece of work, there may be a concise written comment that focuses on why the piece of work is effective or one thing they need to work on in the next unit. These developmental steps will then be planned into the next teaching unit.

Maths

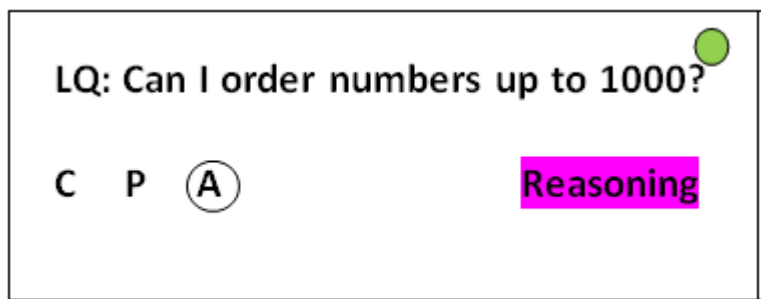
Learning Question Stickers

These will be spotted as for other subjects for how well the pupil has understood and achieved the maths skill or demonstrated the knowledge.

Maths Learning Question stickers will have **C P A** written on to refer to Concrete Pictorial Abstract. The appropriate letter will be circled to reflect how they have accessed the learning and whether they have used resources.

The word **Reasoning** will also be written on the sticker. If the pupil has completed a reasoning activity in that piece of work, the word will be highlighted in GREEN if the reasoning is accurate or PINK if the reasoning is incorrect. If there is no reasoning within the piece of learning, it will be left blank.

An example of a Learning Question Sticker in maths might be:



Maths marking principles

The following also applies to feedback in Maths:

- Answers that are correct should be ticked
- If an answer is incorrect, it should be dotted. It must then be decided if it is an **error** (meaning that there is an underlying misunderstanding) or a **mistake** (meaning that the pupil understands the learning but has accidentally done something wrong). Where there is an error, the pupil should work to correct it but if there is a mistake, this would not need to be made correct or the adult marking the work may decide to correct it for the pupil.
- Where possible, pupils should be involved in the marking of their own work to gain immediate feedback. The work must be checked by an adult afterwards and the Learning Question spotted.

- Mathematical vocabulary should be spelt correctly in all Maths work. If there are words spelt incorrectly, the marking code 'sp' should be used or the word corrected by an adult. If it is expected that the child knows this word and has used it before or is integral for this piece of learning, 'sp' should be used. If it is a 'new' word to that pupil, it may be corrected by the teacher.
- All Maths lessons at Keresley Newland are expected to provide pupils with a range of challenges to meet their needs so there is no expectation that follow-up challenges are provided in books through feedback and marking.
- If a piece of reasoning is not quite correct, the pupil may be expected to add or change it so that it makes sense.

Individual Targets

Where a pupil continues to make a specific basic mistake in their Writing or Maths work, an individual target may be set. This would not normally be a teaching point from the pupil's current year group but would probably be a skill from an earlier year group that is not always performed correctly and consistently. Not all children will have a specific target all of the time – they will only be given where needed. This will be written on a sticker and stuck in the front of the pupil's book. The pupil should be encouraged to take ownership over this in order to correct this mistake as quickly as possible. Where evidence of the target is seen, this should be dated on the sticker. Once the target has been met, it will be highlighted on the sticker and a new target may be set if needed.

Sharing of Data

Pupils should be accountable for their own learning. One way to do this is to share a piece of numerical data with the learner and use this to set a next step to aim for and how to do so. Some of the following pieces of data may be used:

Accelerated Reader Word Count / Quiz Score	Standardised Score in Reading, Grammar or Maths	Reading fluency rate
Spelling Age or Reading Age	Spelling test score	TT Rockstars speed
Phonics test score	Practise SATs scores	Arithmetic scores
Accuracy points in Writing lessons	Times table test scores	Teacher Assessment judgements in writing
British Picture Vocabulary Scale test scores	Specific intervention scores – eg precision teaching	End of unit assessment scores

The way the data is shared will depend upon their developmental understanding but may include sharing progress points for younger children. By the end of Key Stage 2, it is expected that children will understand Scaled or Standardised Scores and use these to improve their attainment. When any piece of data is shared, it is fundamental that the pupil understands the things that they will have to do with their learning in order to improve.

Self-Assessment and Peer-Assessment

Wherever possible, pupils should be involved in the process of assessment. Pupils should be taught how to do this in a meaningful way through school. Self- and Peer-Assessment may take many forms, but some of the practical ways in which this may be done include:

- Going back through their work to check for mistakes
- Assessing their work or highlighting evidence against a Success Criteria
- Reading the work of a partner and providing feedback
- Marking their own work initially (eg in Maths or Spelling activities)
- Choosing what colour spot they think they should get for a piece of learning
- Explaining their choices and thinking (as part of verbal feedback discussions)

Policy status and review

Written by:	All staff
Status:	Approved by staff and Governors
Approval date:	October 2024
Review date:	September 2026 or sooner if required