



Greenside School

Feedback Policy

Last reviewed: March 2023

To be reviewed: September 2026

Written by: SLT

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<p>Purpose of Feedback</p> <p>Effective feedback is an integral part of assessment. Through effective feedback we enhance children's learning, develop their self-confidence and raise their self-esteem, showing them that we value their efforts. We also use feedback to inform our planning and next steps for teaching and learning. Feedback should be meaningful, manageable and motivating.</p>
<p>Effective Feedback Strategies</p> <p>Verbal Feedback</p> <ul style="list-style-type: none"> We believe verbal feedback is the most powerful form of feedback for children therefore whenever possible teachers and support staff should aim to provide verbal feedback to children during a lesson as soon as possible afterwards. If appropriate, it should be evident after this point that the feedback has been acted upon and the child has made progress by using the P2P pen (purple 2 progress). This will enable the improvements following the feedback to be clear to both the child and any adult looking at the work. <p>Written Feedback</p> <ul style="list-style-type: none"> All work will be marked in green pen. A set of common Feedback symbols is used throughout school to provide consistency (see below for guidance in usage). Work is ticked against the objective and success criteria where applicable which signifies the pupil has met the learning objective/success criteria. If the learning is incorrect, a dot is used and a P2P may be given. Basic grammatical errors are addressed through use of CUPS (capital letters, understanding, punctuation, spelling) and these are reflective of the children's ability. Any subject specific misconceptions will be identified and corrected. This may be either written or verbal and pupils will correct these using P2P pens. <p>Peer-Assessment</p> <ul style="list-style-type: none"> All children are encouraged to support each other and feedback on learning and achievement. Children are given the opportunity to act as response partners and give feedback. Children are explicitly taught how to use success criteria and CUPS to peer-assess work during dedicated peer-assessment lessons. Teachers will prompt children throughout lessons to look for one an aspect e.g. find in your partner's work an example of a powerful verb; share your favourite sentence; find a descriptive word you think they should improve. <p>Self-Assessment</p> <ul style="list-style-type: none"> All children are expected to self-check their work to make improvements and use the same feedback and editing symbols as the adults. Children are explicitly taught how proofread (CUPS) and edit their work. Pupils are explicitly taught how to use success criteria and CUPS to assess work during dedicated peer assessment lessons. Children in KS2 are frequently encouraged to mark their own work where appropriate when guided by their teacher, by UKS2 less teacher guidance should be required. This work will be checked by the teacher to ensure any misconceptions have been identified and corrected.
<p>Children Responsibility</p> <ul style="list-style-type: none"> Children are expected to use pencil/pen to proofread/edit their work, before they hand it in. Children will use a purple pen to respond to all forms of adult feedback. Children are taught not to rub out mistakes or first drafts but instead edit their work using pencil/pen and use a ruler to cross out any mistakes. Children will self-mark work when instructed with a purple pen.
<p>Display</p>

- Every classroom has the feedback/editing symbols.
- Expectations for P2P are displayed in all classrooms.

Feedback in EYFS

- Verbal feedback should always be provided to the child as soon as possible after a directed task.
- The child's 'Next Steps' are written on each piece of work using the code 'NS'.
- EY staff refer to next steps and communicate these with the child before starting a new piece of work with the child.
- All work will be marked in green pen and writing should accurately model the age-related expectations for letter formation.
- Work is marked against the objective and success criteria. Annotated ticks signify the pupil has met a particular part of the success criteria.
- Marked work is initialled to show which member of staff has worked with the pupil.

How we monitor

- Feedback is regularly monitored to ensure the purposes of feedback are of a consistently high quality throughout the school.
- Regular monitoring (learning walks, work monitoring, pupil interviews) takes place to ensure consistency and to ensure children are making visible signs of progress.
- Children interviews take place to ensure that children understand how to improve and what they have done well.

SYMBOL	FUNCTION
House Point	House point achieved
Smiley Face Stamp	Keep up the good work!
G	Guided work with an adult
P2P	Purple 2 Progress: Respond to feedback in purple pen
CUPS	Proof read work by checking the circled element: Capital letters Understanding Punctuation Spelling
Oops	Mistake: I don't want that word (single line with a ruler)
.	Dot: Not correct yet
✓	Tick: Good word/phrase
WALT ✓	Objective and/or success criteria achieved
//	New paragraph needed
^	Omission: a word/letter/number is missing
NS	Next Step (EYFS)

