



Court Lane Infant School Feedback Policy

We respond to learning and mark children's work to inform tracking and recording of progress within lessons and over time for children, colleagues and parents. Feedback informs teachers planning for future areas of learning, indicates the improvement needed, involves pupils in planning the next steps in their learning and raises pupil self-esteem. Feedback also establishes the relationship between intended learning outcomes and gives a focus to teaching and learning. Responses by pupils to feedback also enables pupils to demonstrate mastery throughout the curriculum.

Aims and purposes of marking

- To acknowledge effort, development of learning behaviours and attainment
- To provide constructive feedback for ongoing dialogue about learning
- To give suggestions for improving learning and identify next steps
- To enable pupils to improve their learning as an outcome of responding to verbal and written marks
- To give encouragement
- To assess children's performance against stated learning objectives
- To make progress, deepen learning and acquire mastery
- To correct mistakes with a focus on literacy and mathematics skills and strategies across the curriculum.
- To encourage pupils to have a pride in their work
- To give pupils dedicated time to reflect upon their learning and put effort in to make improvements.

In giving feedback teachers and teaching assistants will:

- Use language that children understand
- Mark in response to the learning intention and/or learning targets through a variety of ways for all work, including the use of symbols known across the school, where this will support the child. (Appendix 1)
- When appropriate, identify next steps in learning when working with a guided group and in independent work and help children to articulate these linking to the learning objective
- Give some immediate spoken feedback
- Use pink highlighters to identify where improvements need to be considered and green highlighters to indicate success
- Give recognition of work being seen and acted upon
- Where appropriate, give written explanation of a child's spoken response about their learning and understanding
- Ask questions and use prompts for children to develop learning and give children time to respond to these
- Make positive comments and give an improvement focus and indicate which adults have supported the child

- Share work with other children/classes/other adults around school including the Headteacher and Subject Leaders to celebrate learning
- Inform parents of the Feedback Policy and its relationship to children's learning, publishing the policy on the school's website.

Children will:

- In Year 1 and 2 they will use pink and green highlighting to indicate if a learning objective has or has not been achieved.
- Self-assess some work using stickers including use of writing symbols and children highlight symbol to identify next step.
- In Year 1 and 2 they will also begin, with adult support, to identify in others work where the child has met the success criteria and where the work could be developed.

Feedback and responding to children's work

Children are given time to review the comments and responses made on their work so that they can respond to them and improve their work.

All children's work will

- Be dated and then initialled by the person marking it.
- Indicate if it is completed with a teacher by using a T, with a member of support staff by using TA or as an independent task by using an I, alternatively the persons initials will be used
- Be marked with pink and green highlighting to indicate if a learning objective has been met.
- Be marked using pencil/blue or black pen
- Indicate the intended learning outcome by using pre-printed labels, which are linked to [Development Matters](#) or National Curriculum Year group expectations.
- The use of or need for a particular learning behaviour will be evident on work.
- Good work may be indicated by a 😊 or a suitable stamp
- Indicate where additional prompts/guidance has been given during a lesson, this can be through the use of agreed written codes, verbal feedback (VF), a question on the work or on a post it note for the child.
- Indicate a next step for learning. ↗
- Indicate when a task is a hot task in red or cold task

English

- Staff in Years R, 1 and 2 will comment upon where the learning intention has been met, as well as the next steps in learning. This may be verbal feedback (VF).
- Where appropriate children are encouraged to re-read work in light of success criteria prior to marking.
- Following [feedback](#) children are encouraged and given time to reflect upon comments.

- Year 1 and 2 children are encouraged to re-read work to check for spelling errors of words they should know and correct them.
- Teachers use marking symbols to remind pupils of success criteria and support learning.

Teachers and teaching assistants will:

- In all Year groups use pink highlighters to indicate to the children the parts of the work that require the child to reflect against specific expected success criteria. Highlighting is completed during the lesson or after the lesson; children must be given the opportunity to improve/edit their work.
- In all Year groups green highlighters are to be used to enable children to reflect on the parts of their work where they have met the expected success criteria. Highlighting is completed during the lesson or after the lesson; children must be given the opportunity to reflect on their work
- In Year R (where appropriate), 1 and 2 encourage children to reread and reflect on work in light of the success criteria prior to marking. Children in Year R and Year 1 are encouraged to articulate what they have done well and the next step. Children in Year 2 identify what they have done well and begin to identify how they can improve their work against the success criteria
- In Year R (where appropriate), 1 and 2 encourage children to insert missed capital letters/lower case letters in pencil or blue pens (Year 2)

Spellings

- In Year 1 and in Year R appropriate to writing development, teachers encourage children to reread their work to identify common spelling errors especially of words they know. Children may then write the correct spelling
- In Year 2 underline in pink mis-spelt words that the child should know, for the child to correct in pencil
- Mediation of words to be done above the child's writing in pencil.
- Children self-correct spellings by putting a single straight line through an incorrect spelling and then rewrite the word, rubbers are also used
- High frequency words, known graphemes within words and subject specific words only to be corrected

Maths

- The learning intention is indicated on labels (with reference to National Curriculum / Development Matters criteria)
- In all Year groups pink highlighters indicate to the children the parts of the work that require the child to reflect against specific expected success criteria. Highlighting is completed during the lesson or after the lesson; pupils must be given the opportunity to improve their work.
- In all Year groups green highlighters are to be used to enable children to reflect on the parts of their work where they have met the expected success criteria. Highlighting is completed during the lesson or after the lesson; pupils must be given the opportunity to reflect on their work.
- Children are encouraged to re-read and reflect upon comments made in order to recognise next steps in learning.

Wider Curriculum Subjects

- In Year R marking will be against Development Matters. In the EYFS next steps identified on observations include observations linked to effective learner statements.
- In Year R, 1 and 2, adults will mark to the learning intention for the piece of work.
- Teachers will indicate the learning intention, linked to Development Matters or the Year group National Curriculum expectation, using pre-printed labels to stick on the child's work and indicate on or next to the label whether the learning intention has been achieved or not
- Photos will be used with a comment about the child's achievement where appropriate and may be recorded on Tapestry.
- Teachers, LSAs and EYAs will write comments and questions for the child to respond to and scribe answers to questions where appropriate.
- Where appropriate questions will be written for the child to extend their thinking, the adult can annotate the child's response.
- Children to discuss where the pre-printed labels with the learning intention on are placed in sketch books
- Next steps will be identified where subsequent lessons link to the piece of work or where the child could apply learning power in other work.

Monitoring

The desired outcomes for this policy are improvement in children's learning and greater clarity amongst children and parents concerning children's achievements and progress. Therefore, feedback will be monitored through discussion with children about their achievements and next steps and work scrutiny.

Policy discussed by teaching staff date: Autumn 2015

Policy discussed by classroom support staff: Autumn 2015

Reviewed September 2015

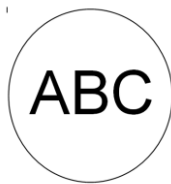
Reviewed September 2016

Reviewed September 2017 by leadership teams from CLIS and CLJS

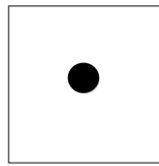
Reviewed November 2022

Appendix 1

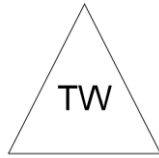
Marking symbols used across the school



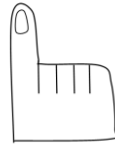
Capital letters



Full stop



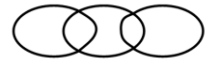
Tricky Word Spellings



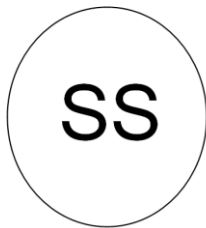
Finger spaces



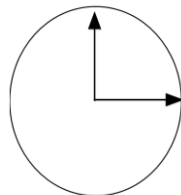
Adjectives



Conjunctions



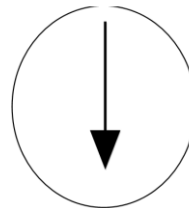
Sentence Starters



Time Connectives



Adverbs



Drop in clause



Letter formation
Handwriting



Listen to the
sounds



Paragraphs

lice

Check
your spellings



Check your sentence
makes sense



Slow down