



Moulton Primary School

Feedback Policy

This guide provides parents with an overview of how we give children feedback about their learning. We hope that you will find it useful when you look at your child's work and talk with them about their learning.

At Moulton we follow a marking policy which makes sure that children receive feedback which improves their learning **and** builds their self-confidence and self-esteem.

We believe that children should receive constructive feedback which is **motivating** (encourages them) and **meaningful** (tells them what they need to do to improve). Marking should also be **manageable** for staff, allowing them more time to assess children's needs and to plan to make their learning fun and engaging.

Effective feedback encourages children to take greater ownership of their learning; it helps them to reflect on what they are doing well and what they need to do to improve.

Why is some work marked by the teacher and some not?

Children's work will be acknowledged or marked in a variety of ways including: self-assessment, peer assessment or teacher/TA marking. Verbal feedback will have been provided either on an individual basis or as a whole class. All of these approaches are valuable and used throughout a typical school week.



Teacher/Adult Marking

Children's work may be acknowledged by written symbols, highlighting and comments (*see section later in booklet*). This type of marking often leads to opportunities for children to improve their work through editing and refining, possibly using our '*Purple Pen*' response system.

Sometimes work will have minimal comments or just an acknowledgement by the teacher; however, a variety of feedback may have taken place prior to this. Also, after work has been edited and refined, it may appear that the final piece is unmarked. However, this does not mean that children have not received feedback; this will have been provided in different ways and their next steps carefully considered.

Child Marking

Some feedback will be through **peer** and **self-assessment**. This is an extremely valuable form of feedback as it leads to deeper learning for children. When children are 'evaluating' another piece of work, checking that the key elements are included, they are securing their own understanding. Developing this approach is a school focus at the moment and the children are learning the skills they need to do this more effectively.

'Two Stars and a Wish' is a common form of peer-assessment, and self-marking against a checklist is a typical self-assessment strategy.

What the children say

We have surveyed the children to find out what sort of feedback helps them best with their learning, and they have told us that:

- They prefer verbal feedback in the lesson, rather than written comments later.
- They are keen to hear what their peers think about their work.



Errors and corrections

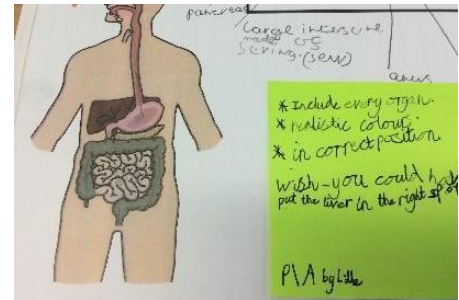
As learning is assessed against the main objective, it is not appropriate to point out all the mistakes in a piece of work. All children will make basic errors, typically spelling and punctuation mistakes, in line with their age and development. Marking these as mistakes on all work would be demotivating for children so teachers will target the errors that they would like children to focus on. **Some of the strategies we use to do this include:**

Examples of marking and feedback strategies

Teachers plan to use different strategies to deepen learning, provide feedback, and let your child know how well they are doing. These will include:

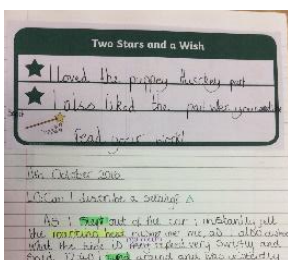
Peer-assessment

Peer-assessment is where your child has reviewed their work with another child or group of children in the class. To ensure this is effective, children are given a success checklist or other device to help them assess the work against and structure their feedback.



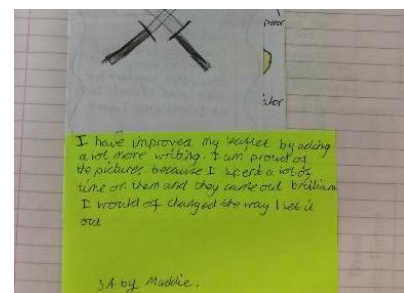
This could happen as a verbal discussion or may be recorded in the following ways:

2 Stars and a Wish – two/three elements that the children have done well (probably elements from the success criteria) and a target for their next piece of work. This may be feedback from the teacher or peers.



WWW and EBI

'What Went Well...' and 'Even Better If...' comments may be used for peer-assessment. They help children to give feedback in a supportive way.



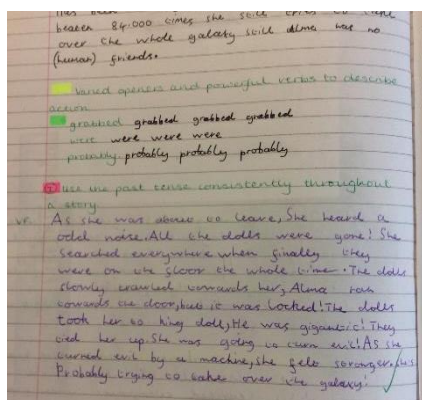
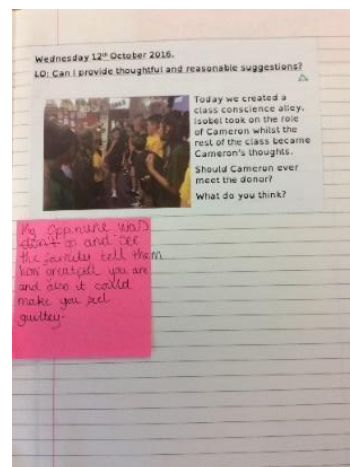
Success Checklists

These are lists of the key criteria or elements that need to be included in a piece of work. Children may reference these during the lesson. This will inform children to see what they need to target next in order to improve.

Self-Assessment

If your child's work has been **self-assessed**, they have reflected on their own work. This is a proven strategy used to deepen learning as children have to identify their own success and their next steps.

Post-It notes may be used for children to write comments to explain or reflect on their learning. They may say what they have found out, things they found particularly challenging and questions they may still have.



Children will use '**Check – It Stations**' to mark their own answers to a task. This enables children to move on to harder work when they feel they are ready and have been successful with the first tasks.

Purple Pen: these are used by children to self-assess and peer-assess. Children will self-reflect on their work, using a purple pen, showing clearly where improvements have been made.

Whole Class Feedback: once children have completed a piece of work, their teacher will look closely at it and will offer whole class feedback. From here opportunities to edit and improve their work will be offered.

Highlighters to give feedback:

A green for growth highlighter is used to draw attention to areas to improve spelling and grammar.

Gold highlighter is used by the children to draw attention to super work linked to the **learning objective** (this is usually done through Peer Assessment).



Moulton
Primary School

Moulton Primary School Feedback Symbols

Growth	Edit and improve
Golden	Super work
✓	Ticks for good aspects of work
X	Used in maths
Purple Pen	Child editing/corrections
Mistakes	One strike through for mistakes
S	Support given
I	Independent work
PA	Peer assessed
SA	Self-assessed
VF	verbal feedback given

Biro for marking

Green = Teachers

Blue = TAs and Trainees

Purple = children