



Moulton Primary School Feedback Policy

This guide provides an overview of how we give children feedback 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. 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.

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.



Moulton Primary School Feedback Symbols

Growth **A green for growth highlighter** is used to draw attention to areas of work that require editing and improving.

Golden **Gold highlighter** is used by the children to draw attention to super work linked to the learning objective.

✓ 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

Biro for marking

Green = Teachers and TAs

Purple = children