

South Hill Primary School



Feedback Policy

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South Hill Primary School

Feedback Policy (May 2024)

At South Hill Primary School, we recognise the **importance of feedback** to **enhance pupil progress** and **further our pupils' learning**. We believe that **quality first teaching**, alongside **strong pastoral relationships**, is the best way to achieve **good academic progress** and that feedback has a **crucial role to play in this process**.

Feedback should have the **sole focus of furthering children's learning**, both as a group and as individuals, and should:

- be **meaningful, manageable and motivating**
- be **specific, accurate and clear**
- **redirect or refocus** the learner's actions to **achieve a specific goal**
- **provide opportunities for pupils to edit and improve their own work**
- **promote independence** and enable pupils to take an **increasing responsibility for their own learning**
- provide **specific guidance** on how to improve
- give an **appropriate level of challenge** to all pupils in lessons
- include **peer to peer** marking in KS2, using purple polishing pens

Marking and feedback at South Hill

Feedback is given **continually** at South Hill and occurs **throughout** the four common stages of the learning process:

1. AFL
2. Live feedback
3. Summary
4. Review

We believe feedback is **most effective** when it is delivered **closest to the point of action** and when it is given **specifically and directly to an individual pupil or group of children**.

Therefore, in all Key stages, **verbal feedback will be the primary focus**, with 'Green pen marking' also used, where needed.



Verbal feedback

Verbal feedback is used 'at the time of impact' when a Teacher or Teaching Assistant is working with an individual pupil or with a small group and **is in direct conversation with them about their learning**. This feedback is used to directly move learning on. This may be to **address a misconception, redirect or refocus, or to challenge or extend**, with the **emphasis being on the 'impact' of this direct teaching**.

In books, '**Verbal feedback**' is signalled by the adult by the letters '**VF**' and a **word or short phrase** to describe what conversation they had with the pupil (for example 'VF – Place Value, VF – Full stops'). The impact of this is measured by what the **learner then does in response**. This should show that they have taken on board the quality first teaching provided and used this to **improve their own work independently**.

Green pen marking

Green pen marking is used during a lesson or after a lesson, including use of the 'South Hill marking code'. This type of feedback allows the adult to **help moving learning forward by reflecting on what has been achieved and what steps need to be taken in the future**.

For example, this could be **modelling a spelling pattern or letter formation, giving a sentence starter or giving an extension task, giving next steps, modelling a cherry diagram or number bond etc** or used to recognise good work and to praise pupils.

All teacher and TA's will use a **green** pen to write both types of feedback in books, as well as **assessment after a lesson using the 'Assessment code' triangle**.

Where a **PRE or WTS** pupil has listened to the **input of a lesson** but then the **task** has been **personalised** or **completely adapted** to their **learning needs**, the code '**TW**' (**Targeted work**) will be used to signal this.

Verbal feedback examples

Examples of verbal feedback - English

The boy descended slowly up the
hazy hill. ✓

Arthur strode staunchly over the broken
bridge. ✓

VP Extension - add a fronted adverbial

As he was at the bottom of the
rise, he climbed to the peak of it. ✓

As the boy could not reach the ~~top~~ summit
the ~~climb~~ climb rapidly to get
a bag of the fire.

VF used to extend

VF Reread + edit checking every sentence has a capital letter and full stop.

* He saw a flash of Red eyes as Red
and blond ran as high. He ran back to the
town. The young boy told many more but they
believe him. They said Sam was a steady car:
Black hair, long and straight with wings that
shoot back, and had pale with blue horns and
black Red eyes.

✓ Much better

The Even Better Plan

1. toss down the chew toy.

2. use mirror to check hair and teeth.

3. run to fountain.

4. point to name tag and smile.

5. offer lemonade.

6. make the perfect friend ✓

Highlight the imperative verbs. ✓

VF used to address misconception

VF used to address misconception

Tuesday 20th October

To Write an action Story ↑ **Def**

During the night hours, Milo was walking slowly through the gloomy, magical forest looking for a magical rainbow. When he was walking slowly, he looked down at the ground and saw a massive footprints. Then Milo heard the noise frightening him. Then he heard something in the bushes. He looked the other way and saw a flash of silver, a horn, blue cat and a dragons tail. ✓

VF used to improve grammar

Examples of verbal feedback - Maths

numbers to 10.

$\Delta 8 JK$

```
graph TD; 2((2)) --- 1L((1)); 2 --- 1R((1));
```

$1 + 1 = 2 \checkmark$

VF used to model and extend

[illegible]

VF used to address misconception

10.5 compare and round numbers to the nearest 10 and 100

Round to the nearest 100:

| | |
|------|------|
| 1347 | 287 |
| 764 | 3925 |
| 2948 | 7963 |
| 6572 | 4356 |

Round to the nearest 10:

| | | |
|------|------|------|
| 10 | 100 | 1000 |
| 5248 | 8316 | |
| 972 | 2773 | |
| 2494 | 5960 | |
| 3627 | 4804 | |
| 7183 | 2092 | |
| 3928 | 2147 | |
| 1118 | 236 | |
| 4472 | 8551 | |

Nearest Hundred

VF used to address misconception

VF used to address misconception

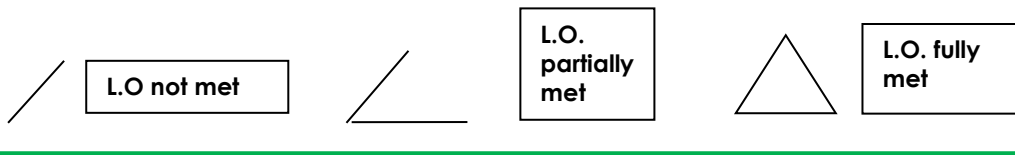
[illegible]

VF used to model and extend

Appendix 1: Assessment Code

All written subject books are marked every lesson, in conjunction with our 'Feedback' and 'Presentation' policies. They are assessed and initialled by the teacher.

Triangle System Key (with teacher initials)



Marking code

Where written feedback is needed, Teachers may use the following marking code.

✓ This is good.

✓✓ This is excellent



Does this make sense? Re-read and correct your work

Sp

Spelling mistake Spelling given by teacher (UKS2 to use a dictionary) and pupil to write out x 3



Circle letter Incorrect use of upper or lowercase letter

P

Missing punctuation Find out what the missing punctuation is and correct

/

Space needed Remember to leave a finger space in between each word

//

New paragraph/new line needed

VF

Verbal feedback My teacher has talked to me about my work during or after the lesson
(pre- teaching and over- learning)

S

I had help from an adult

I

I did this work independently (when normally supported)

TW

Targeted work (that is personalised and may not be the same learning objective as the class)

N.S

Next step- What I need to do to improve my work. These should be completed the following lesson or after the lesson

HP

House point to celebrate good work