Westborough Feedback Policy 2025

The purpose of feedback and assessment

- To inform the teacher of a child's attainment and therefore to inform future planning
- To inform a child of how well they have done and what they need to do next
- To motivate a child through celebrating success

Principles:

- There is a consistent and manageable method of feedback, assessment and pupil response throughout the school.
- Work is assessed promptly and feedback given as close as possible to the time of the work being completed, including within the lesson.
- All adults working with the children are involved in giving feedback.
- Children are given opportunities to respond to feedback and to make improvements to their work.
- Clear strategies for improvement are given.
- Feedback and assessment are used to inform future planning and target setting.
- Providing less written feedback does not equate to not looking at books. Teachers are expected to look at books to inform next steps in teaching and to move learning forward.
- Careless mistakes should be marked differently to errors resulting from misunderstanding. A mistake is when a pupil has given an incorrect response not through lack of understanding but due to something else (e.g, carelessness, being distracted, not checking thoroughly). An error is when a pupil gives an incorrect response due to lack of understanding. This error is likely to have been made several times and pupil may require further intervention in order to correct their work.

Work is assessed and feedback given in a variety of ways:

- Live feedback within a lesson
- Small-group and one-to-one conferencing after a lesson
- Distance written feedback after a lesson
- Whole class feedback
- Self- and peer-assessment

Live feedback within a lesson

- Live marking allows a teacher to check that each child has the correct level of challenge: misconceptions can be identified and addressed, small errors corrected, and additional stretch can be given where appropriate.
- Live marking is time-efficient and reduces the need for distance marking at the end of the day. This in turn frees up time to plan for the next day.

- Live marking can be written or verbal
- If a child has needed help within the lesson, the adult giving the help will indicate this by initialling the work. This will support the teacher's summative assessment at the end of each term.
- Where verbal feedback has been given, there is no expectation for this to be recorded.

Small-group and one-to-one conferencing after a lesson

- A conversation with a child or group of children about their work can be more effective than written marking as both adults and children develop an unambiguous shared understanding of the next steps.
- Conferencing sessions are recorded in children's books.

Distance written feedback

- When immediate feedback cannot be given, work is assessed later to inform future planning and provide feedback to children on whole class feedback forms.
- Teachers exercise professional judgement about the level of written marking that is required. This varies according to age group, subject and task.
  Lengthy written marking **is not a proxy** for effective feedback.

Whole class feedback

- This works when similar feedback can be given to the whole class: a common misconception or shared next step.
- Whole class feedback is also helpful to model the feedback process and support self- and peer-assessment. Marking one piece of children's work as a group/class also teaches particular points at the same time. Another strategy is to show two pieces of work with the same title and discuss their differences.
- Whole class feedback forms are available to use in and after lessons.

Self-marking

- Children mark their own work in green pen and have opportunities to correct as they go along.
- When self-marking, children can include a reflective comment on their work.
- When work is self-marked, teachers will look at the books to check for accuracy and plan next steps for individuals and groups of children.

Peer-marking

- Children mark a friend's work using green pen.
- Children give feedback verbally. This can be recorded by the child receiving the feedback. '*My friend said that I need to remember commas after fronted adverbials.*', '*My friend said that I need to remember that taking away makes numbers smaller*.'
- The child receiving the feedback also records who has marked their work.
- When work is peer-marked, teachers will look at all books to check for accuracy and plan next steps for individuals and groups of children using whole class feedback forms.

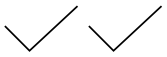
Curriculum: Variation in Feedback:

- Feedback, verbal or written will vary depending on the curriculum area.

Written Marking: Writing books:

- The school does expect to see written marking in writing books. There should be acknowledgement of pieces of work by feeding back or adding a brief comment. This shows that the teacher values their work and has read it and will help motivate pupils. Written feedback should model handwriting expectations and accurate spelling and grammar.

  Our marking code should be used to support the correction of SPaG errors in all subject areas. The marking code uses the acronym CUPS (Capital letters, Use of vocabulary, Punctuation and Spelling). Both KS1 and KS2 should use the below codes when marking. Year 1 are to introduce as appropriate. When responding to marking codes in their work, pupils should use green pen.

	Double tick to identify elements the pupils have done well. Could be accompanied by a word eg.  description.
C	Capital Letters
U	Use of Vocabulary
P	Punctuation
S	Spelling

Written Marking: Maths

- Work is marked in green pen – tick successes rather than highlight
- Errors indicated with a dot
- Number formation corrected where identified several times.

Reading, Science and Wider Curriculum

- During lessons, pupil will respond in green to live feedback
- Work should be read and acknowledged, add a brief comment if desired.
- CUPS used as marking code
- Gather information for next lesson using whole class feedback template

High expectations and presentation of work

- At the start of each term, children will produce a sample of their best handwriting to be stuck in the front of their writing books,
- Teachers can request that children redo sections of their work if the expected standard of presentation has not been reached; this should be appropriate to the child and communicated kindly and respectfully, and framed positively in terms of taking pride in their work.
- The code for presentation is to be used sparingly with target children who are improving their work.

Marking symbols for presentation	
pr ☺	Good quality presentation
pr 😐	Presentation needs improvement
pr ☹	Presentation is unsatisfactory