



# Feedback for Learning Policy

## Balfour Primary School

**Date:** September 2021

**Date approved:**

**Review Date:**

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## **Feedback policy – Balfour Primary School**

### **Consistencies across all year groups and all subjects:**

- Teacher written feedback completed in blue pen.
- Powerful purple.
- Green for growth.
- Learning is only initialled when marked by someone other than the teacher e.g. TA
- Feedback should primarily be used to inform teacher planning and to aid in pupil progress.

### **EYFS feedback expectations:**

All tasks will be labelled as either being Independent (I) or Supported (S). Learning will be dated by the adult if not stated next to the learning objective and blurb of context.

Where the child has worked alongside an adult, they will receive verbal feedback on progress and improvements at the time of the activity taking place. Further on in the year, misconceptions, errors or corrections may be identified in green for the children to practise, based on teacher's verbal feedback. In addition to this, using the marking code, teachers will comment on the children's level of independence and any support which they may have received. At times, it may also be appropriate to record a child's next steps.

### **Consistencies from Year 1 to Year 6**

- Work is labelled supported (S) when it applies; otherwise it is assumed the work is completed independently.
- Time is given to pupils to revisit and correct misconceptions identified.
- Feedback for SEND and disadvantaged pupils are prioritised.
- Live marking should be carried out.
- Verbal feedback should be given and acknowledged with a (V). Any comments next to it are for your reference only.

### **Year 1 specifics**

In Year 1, where the child has worked alongside an adult during a carousel activity, they will receive verbal feedback on progress and improvements at the time of the activity taking place. In addition to this and where appropriate, a written commentary will be recorded on their learning to show progress of the skills being developed, engagement levels, independence in completing the task and any resources which were used to support learning. Throughout the year, the children will be encouraged to use green pens to correct misconceptions and edit reasoning.

### **Year 2- 6 specifics**

Misconceptions will be addressed either with adult support (V), written comments made OR independently using a green editing pen. Teachers should work, where possible, with an identified focus group, using the (V) and ratio marking code to identify who these children are. After these lessons, the rest of the children's books will be marked as above.

### **Specific to maths feedback:**

- To identify pupils for same day intervention, all books must be seen and marked with purple and green.
- When appropriate, self and peer assessment can be applied.
- Pupils should complete their reflection tasks.

### Specific to English feedback:

At least once per week, a piece of sustained writing in English will be quality marked using the school policy of Purple and Green highlighters and a blue pen. In addition, other tasks should be marked on a rota basis, with (V) for verbal feedback where appropriate, and all SEND/D books will be prioritised.






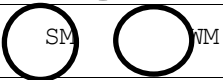



Purple comments should be related to the progression of skills being developed, success at using specific S2S, effort applied, the level of independence by which the learning was achieved and, where appropriate, resources used to support.

Green comments should look to identify misconceptions and address these or can be used to provide a learning extension or next step for the child. In addition to the green comment, children's punctuation, spelling and grammar errors should be identified using the marking codes. Children must be provided with time to respond to green comments.












### Foundation subjects feedback expectations

- Art - all work marked with a tick.
- DT - final piece marked with a purple comment.
- PE - photos saved in PE folder.
- Computing - video created by one class, in each year group, each term explaining and showing their learning. All classes to have done one by the end of the Year.
- Music - all work marked with a tick.
- History, Geography and Science - all work marked and one quality marking each half term. Misconceptions picked up in the marking.
- RE - book for each class.
- PSHE - display each term (photos saved in PSHE display folder each term).
- French - class display.











### **EYFS Feedback Code:**

	Full stop
	Finger space
	Capital letter
	Supported by an adult
	Independent learning
	Use of sound/word mat
	Sounds heard independently
	Practise of misconception/error or next steps for T reference
	Verbal feedback

**KS1 Feedback Code:**

	Missing punctuation		Verbal feedback
	Finger space		Self-assessment / Peer assessment
			Check spelling
	Supported by an adult		Missing word
	Teacher focus ratio		Powerful Purple Green for Growth
	Independent learning	Date 	Date: Maths Club

**KS2 Feedback Code:**

	Missing punctuation		Verbal feedback
	New line needed		Self-assessment / Peer assessment
	Check spelling	Date 	Date: Master Class
	Supported by an adult		Missing word
	Teacher focus ratio		Independent learning

**Evidence of stretch and challenge**

All year groups will indicate where there is stretch and challenge within learning by either;

- Indicating a challenge with an orange pencil dot by the learning  
Or
- Ensuring a printed challenge question is outlined in an orange box.