



Effective Feedback on Learning Policy

Why?

Long Lawford Primary is committed to providing relevant and timely feedback to pupils both orally and in writing. Feedback intends to serve the purpose of valuing pupil's learning, helping to address areas for development/next steps and evaluating how well the learning intention has been understood and applied. As a school we recognise that "the only thing that matters about feedback is what students do with it." (Dylan Wiliam)

How? When?

- All outcomes in books are marked daily.
- Feedback is timely and responds to the needs of the individual so that they can actively engage with learning feedback
- Pupils are made aware of the learning intentions and the "Steps to Success" criteria that their learning will be assessed against.
- All marking refers to the learning intention from the lesson.
- Learning needs of individual pupils are understood and marked appropriately (in green pen).
- In English and Maths, there is a "Next Step" task at least once each week that addresses misconceptions, handwriting, spelling or moves learning forward to the next step (written in green pen).
- All marking models cursive handwriting from all staff writing in the books.
- Pupils are given the opportunity to peer and self-assess their own learning (in purple pen).
- Pupils are given time to reflect and respond to teacher feedback (in green pen).
- Staff mark books daily with a traffic light (R, A, G), initial and "I" for Independent, "S" for Supported work, "GW" for group work, "VF" for Verbal Feedback (in green pen).
- All marking is ticked and initialed to show who has marked the piece of work.

Next Step Marking

Next Step marking is used to address a misconception, give opportunities for independent application of a skill, check understanding and to make a correction (such as spellings). Good examples of Next Step marking focus on what individuals need to address in order to move progress forwards. They usually start with an **imperative verb**, giving clear direction for the response. Next Steps are written in **green**. Some examples may include:

- Check that all new sentences start with a capital letter.
- Explain how you found the answer/knew that...
- Practice spelling the following spelling: _____
- Form the letter b correctly on the line below. Here are some to help you.

Children have time to respond to their Next Steps (to be arranged during the day by the class teacher). They respond using a purple pen.

Child Absence from lessons

If a child is absent, staff will write the date in the book and 'Absent' under the date in green. Additionally, if a child is withdrawn from lesson (e.g. for an intervention, music lesson or School Council meeting etc), staff will write this in the child's book in green under the work that they started or under the date (e.g. **withdrawn for intervention**).

The below table shows what marking is expected to be seen in books:

	<p>A traffic light, tick in green and initialed. The traffic light indicates whether the pupils has achieved (green), partially achieved (amber) or not achieved (red) the learning intention from the lesson. All work in English, Maths, Guided Reading, Science and Topic (including PSHE, RE and French) is traffic light marked every day.</p>
	<p>Next to the traffic light, tick and initial, indicate whether the work has been Independent (I), Supported (S), Group Work (GW) or whether Verbal Feedback (VF) has been given already.</p>
	<p>Next Steps are set for every child at least once a week in English and Maths and any additional where needed. See above for explanation. Next Steps may also be found in Science and Topic books where needed.</p>
	<p>A word that is spelled incorrectly is underlined in green. SP is then put in the margin on the page. Not all incorrect spellings are identified in a piece of work. The teacher uses their judgement to identify which key spellings need addressing first.</p>
	<p>A circled letter in green pen indicates that a capital letter is in the wrong place or it has been missed altogether.</p>
	<p>A wobbly line in green indicates that grammar in the sentence needs correcting.</p>
	<p>An omission sign in green indicates that a word has been missed out.</p>

Who?

Class teachers are responsible for marking pupil outcomes in line with this policy.

Class teachers are responsible for setting effective Next Steps to enable progress to continue.

Class teachers are responsible for ensuring pupils have time to respond to marking as needed.

LMT/SLT are responsible for monitoring marking regularly through "Book Looks" each half term.

LMT/SLT are responsible for effectively addressing marking issues with staff.

Useful Resources:

Learning Environment Policy, "Book Look" feedback monitoring forms, Lesson Observation Feedback, School Improvement Cycle (SIC).