



## Kings Ash Academy Feedback Guidance

### AIM

To ensure a clear understanding of the purposes, procedures and processes of effective marking and feedback to pupils regarding their work in order to maximise progress and accelerate learning.

### RATIONALE

It has been recognised that we need to approach feedback in a consistent and productive way to improve the standards of pupils' learning throughout the school. Effective feedback will ensure the needs of individual pupils are met through the setting of specific feedback and pupils will develop a better understanding of what they need to do to improve. Pupils' self-esteem, motivation and attitude will improve by showing what they have done well. Independence will grow by giving children time to acknowledge what they need to do to improve which in time they will be able to recognize themselves.

All feedback should be done in a time efficient way without involving staff in unnecessary work.

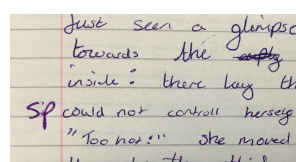
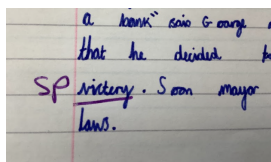
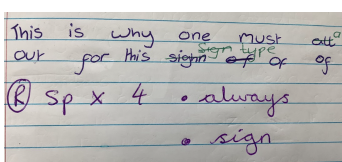
### VERBAL FEEDBACK

Staff should ensure effective feedback in the moment to deepen children's understanding. Senior leaders will quality assure verbal feedback through monitoring cycles and strategies for effective feedback. Strategies for effective feedback will be developed through ongoing CPD.

### English - practising writing stage




During the practising stage of writing, sections of written work will be more heavily marked (focused on the lesson objective) to include responses that will move the child's writing forward. Yellow boxing can be used with explicit instructions eg rewrite this section using fronted adverbials of where, when and how. Longer responses in marking should refer to the learning outcomes of the unit (highlighted on the target card) and the focus of the lesson. Where longer responses are not required, the marking policy should be followed as below.

Spellings - children should correct spellings with growing independence. This will begin with children writing out the spelling as written by the teacher, growing to correcting it themselves when underlined by the teacher. Further up the school, the teacher will put an sp in the margin, before growing to 'find and fix 4 spellings' in this paragraph/piece.





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<p><b>General and praise:</b></p> <p>Teachers will mark pupils' work in green. Children's responses and annotations will be in purple.</p>	
<p><b>Corrections:</b></p>	
	<p>Children will need to respond to the question or instruction the teacher has set in English, maths and foundation subjects as applicable.</p>
<p>O or P</p>	<p>Incorrect punctuation will be circled. A dot (or cross) will be used if a calculation is incorrect. The letter P will be placed in the margin on a line where a child will need to make alterations to punctuation.</p>
	<p>A word or phrase will need to be inserted here.</p> <p><b>Mind maps:</b> show the acquisition of new knowledge in a unit. Start of unit: children write knowledge in pen/pencil marked with ✓ or .(dot). Through/end of unit: children add in purple, teacher ✓ or .(dot)</p>
	<p>A new paragraph is needed at this point in your work</p>
<p>sp.----- ---</p>	<p>This spelling is incorrect and needs to be corrected. Underline age appropriate spellings and consider creative marking of spelling mistakes e.g. can you find and correct the five incorrectly spelt words in a passage?</p>
<p><b>Level of support given:</b> All work is assumed to be independent unless: S      Support given</p>	<p><b>Absence</b> If a child is absent show this with an <b>A</b> or '<b>A for .....</b>' <b>Whatever the LF/activity was i.e 'A for independent write'</b></p> <p><b>Supply marking</b> Work marked by a supply teacher will be stamped <b>ST</b>.</p>
<p><b>Foundation subjects:</b> marking of writing using marking code above, ie “, O or P (no R needed unless appropriate),</p>	