

## **Verbal and Written Feedback Policy**

When written and verbal feedback is effective, the impact is to accelerate pupil progress. Ofsted recognises that feedback to pupils, both verbal and written, are important aspects of assessment. However, Ofsted does not expect to see any specific frequency, type or volume of marking and feedback; these are for the school to decide.

### **Whetley Academy Approach to Feedback**

Staff CPD has deepened our understanding of how we can effectively use feedback, verbal and written to promote good rates of progress. Simply correcting work is not effective enough. A key aspect of the approach is to develop pupils' ability to improve their work more and more independently, with adult guidance in identifying where improvement can be made rather than the adult owning that thinking process and telling the pupil where to improve.

### **General Agreements**

Consistent marking practices are essential, and a whole school approach benefits transition and smooth progression from year to year so learning time is maximized. NB. Younger pupils/SEND pupils who have fine motor difficulties may use pencil or another appropriate writing tool instead of pen.

- Where green highlighter is used it shows which part of the work is well done.
- Where orange highlighter is used shows where improvement/correction is needed.
- Adult comments must be clearly expressed and written neatly. Use a pen colour that stands out from the children's work but avoid red, purple and green pen.
- Children to write in green pen to show their corrections/improvements as appropriate.
- Incorrect letter and number formation must be attended to. Correct spellings/formation to be modelled in pupils work.
- Children slow write in purple pen.
- Make use of margins as well as at end of work.
- Do not use generic and bland comments such as *"Not good enough"*, *"Untidy"*, *"Well done"*, *"Much Neater"*. Younger children need direction and scaffolding. For older pupils phrase comments in a solution focused way that is not overly scaffolding and challenges their thinking appropriately. E.g. 'Improve your punctuation in the last paragraph', 'Can you improve the opening of your story?' 'Can you improve the introduction of your instructions?'
- Mark all work– Bare minimum is tick marking to show that an adult has read the work. You can comment, use a stamp or a sticker. Use the agreed marking codes. The V code is particularly appropriate with younger and less able children.
- Plan for and use regular self and peer assessment opportunities.

### **Same Day Intervention**

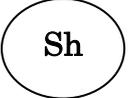
Same Day Intervention is used throughout school to address misconceptions. Children use green pen to show any improvements and additional work done that day. If work is not in books then the teacher should write a small comment to explain what has been done in the SDI.

### **Marking extended writing**

Mark longer pieces in more depth and enable pupils to correct and improve their work. The children must be given time as soon as possible to make these improvements, during the lesson or in next lessons. Use 'slow writing' strategies to show progress.

### **Marking spelling**

Pick up on incorrect spellings of common words and address in daily teaching strategies identified in the Whetley Spelling Strategy document as well as personalised strategies e.g. post-it notes and orange highlighters.

<b>Marking Codes</b>	
	Correct
<b>X</b>	Incorrect
<b>^</b>	Omission
<b>//</b>	New paragraph
	Independent work
	Verbal feedback has been given
	With Support
	Shared
	Paired

March 2017

Review: By March 2018 or before if required