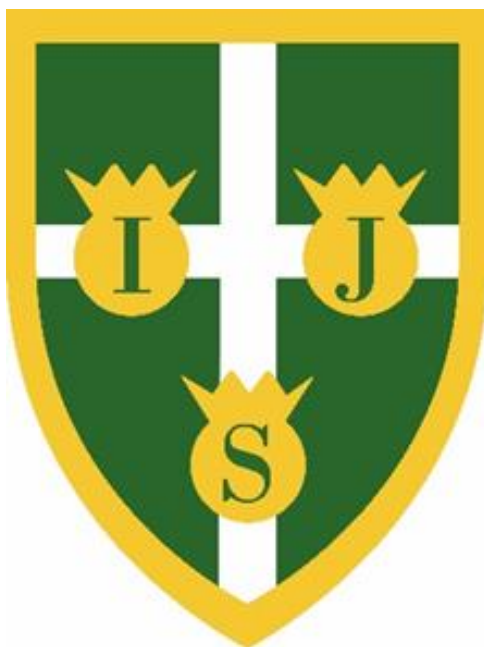


Ingrave Johnstone Church of England Primary School



Feedback on Written Work Policy

Approved by Governors: Spring 2023

Date for review: Spring 2026

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Ingrave Johnstone C of E Primary School Feedback on Written Work Policy

Staff feedback on written work

Written feedback will be given in **red** pen.

Teaching assistants and cover staff will initial the work they have marked. A focus for learning will be present on all written work, either written by the pupils or by staff.

Written feedback will relate to relevant writing ladder targets or success criteria and will reflect areas of strength and one clearly defined area for improvement, which will then be followed up in every piece of subsequent work until mastery is achieved.

Age related expectations for writing and the criteria towards which pupils should be working to achieve these, should be made explicit within the learning environment.

Written feedback should be given using the ‘tickled pink’ approach, thus:

- Evidence of up to 3 examples where the child has met the writing ladder target, success criteria and/or successfully responded to previous written feedback will be **highlighted in pink**.
- 1 clear area for improvement should be given that will accelerate progress, linked to the writing ladder will be written on work and **highlighted in green**.
- Written feedback on subsequent pieces of work should refer back to this in order to evaluate progress against this next step.
- Where oral feedback is given during a lesson, staff will record the outcome of this using a **pink flash** where pupils are successful and can move on in their learning and a **green flash** where pupils' understanding is not sufficiently secure.

All written work will be marked using the symbols at the end of this policy.

Pupil and peer marking

When pupils mark their own or each other's work, they will use the same process as above, but if the writing ladder target/success criteria or previous written feedback has been achieved, this will be recorded as a WWW (what went well) comment in green pen.

A next steps comment will be recorded in green pen as an EBI (even better if) comment.

Where appropriate, time needs to be given to teaching the children how to evaluate their work against success criteria. The more proficient they become at peer and self-assessment, the more our “marking” becomes a response to their learning.

Opportunities for comparison against success criteria should be frequent and rich, thus enabling the pupils to become more confident in their own ability to judge the quality of their work.

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Integrated feedback

Not all feedback given on written work will be “marking.” At our school, alongside written feedback, we operate an integrated feedback approach in order to maximise and accelerate progress within a lesson. Using this approach, feedback should be integrated into the lesson using the following strategies:

During lessons, we should, through frequent use of mini-plenaries:

- interrupt more when we identify where pupils are going wrong and use that as a learning point for the whole class: bring everyone into the discussion.
- pull out pupils’ work to evaluate it, either to show best practice or model the correction of an error – *there and then*.
- measure pupils’ work against the success criteria and not each other.
- model all the time, especially the improvement process.









Feedback in Foundation Stage

In Early Years Foundation Stage (EYFS), much of the work is practical and written feedback is only a small component of the assessment role of EYFS staff. Children will be introduced to the pink and green highlighting process and will be taught to understand what WWW and EBI means. The majority of feedback is given orally, where carefully planned questioning include next steps to move the children on in their learning.

Within the EYFS, there are numerous opportunities for effective marking and feedback:

- Written comments on pieces of work in Learning Journeys
- Use of pink and green highlighting to introduce the children to the concept of WWW and EBI
- Constructive comments during and after practical activities
- Observation records
- Professional discussions between EYFS staff
- Where photographs are taken as evidence, it is important that a short observation is completed to go alongside it and it is indicated whether work was completed independently or with support.

Symbols for Written Feedback

VF	Verbal feedback given
I	Independent work (where appropriate)
S	Supported work (where appropriate) (Add CT/TA for adult supporting)
HP	House points
Sp	Incorrect spelling These will be underlined and where appropriate written in the margin or above/below the word.
	Incorrect letter case
	Punctuation errors will be circled, including where punctuation is missing/incorrect
	Word missing
	Extra word or phrase
//	New paragraph/leave a line
	Incorrect grammar underlined with a wavy line (It may be necessary to make it clear what incorrect grammar has been used)
	Mathematical error A dot will be used to show mathematical errors. Corrections made next to original answers in green.
	Areas/examples of work particularly identified as where writing target/success criteria has been met - highlighted in pink.
	Areas/examples in work particularly identified as next step targets for children highlighted in green.

Comment Bank for written feedback

This document is intended to give staff some ideas of the kinds of comments they should be making on written work with a view to maximising progress and is not an exhaustive list of comments.

Statements
<ul style="list-style-type: none">• Start each sentence with a different opener.• Use sentence openers/connectives etc• Use capital letters/full stops/finger spaces• A sentence doesn't always start at the beginning of a new line.• You have used good quality adjectives.• You have used a variety of connectives.• Well done for using a range of connectives in your writing.• You have written some effective complex sentences.
Questions
<ul style="list-style-type: none">• Which of these shows the correct use of an apostrophe?• Which sentences don't make sense?• Can you go back and see where you could use a subordinating conjunction?• You have used "but" and "so" as connectives. What other connectives could you use in your writing?• How could you expand your sentence to explain when it happened?• In what ways could you improve your vocabulary?• Which bit of the success criteria did you miss/meet?• How could you extend this sentence?• Did you use the toolkits/working wall?• Does your work make sense when you reread it?
Examples
<ul style="list-style-type: none">• You need to make more use of relative pronouns, eg Miss Beckworth, who wears....• You need to use a range of connectives. For example, instead of "but" use "however" or "although"• An adverb describes a verb, eg He strolled <u>casually</u> down the street.
Reminders
<ul style="list-style-type: none">• Remember to use the success criteria• Remember to form "y" correctly• Remember full stops at the end of sentences.• Remember to reread your work to make sure that it makes sense/to check you have met the success criteria• Remember to use a thesaurus• Remember to use a sound mat/word banks to help you with your spellings• Remember to begin each sentence with a capital letter• Remember to start at the dot when forming a letter on your guided name
Scaffolds
<ul style="list-style-type: none">• Next time, try to use the connective "so" to create a compound sentence

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- Try using a different adverbial to open each sentence

Alternative comments for written feedback in mathematics

Existing comment	Reframed comment
Good/well done/outstanding	<ul style="list-style-type: none"> • <i>This is good because...</i> • <i>This is well done because...</i> • <i>This is outstanding because...</i> • <i>Have a go at this challenge..</i> • <i>I can see I will need to challenge you a bit more tomorrow/next time</i> • <i>I think you need some harder problems!</i> • <i>You need to learn how to apply this now to a problem.</i>
<p>“Great work! I think you could have done more.”</p> <p>This is not enough for a whole lesson.</p>	<ul style="list-style-type: none"> • <i>You have clearly understood but what stopped you from completing more examples?</i>
Check.	<ul style="list-style-type: none"> • <i>Did you check these?</i> • <i>How could you show that you checked?</i> • <i>Did you try using the inverse?</i> • <i>Did you re read the problem and put the answer in context?</i> • <i>Have you noted the unit of measure?</i>
Don't think you are quite there yet.	<ul style="list-style-type: none"> • <i>You need to secure this method.</i> • <i>I will model this again for you in the next lesson.</i> • <i>You need to focus on of the success criteria.</i>
One number, one box	<ul style="list-style-type: none"> • <i>Make sure you think about place value. Why is it important?</i>
Where is your working out?	<ul style="list-style-type: none"> • <i>Did you do this mentally?</i> • <i>Why is it important to show jottings or working out?</i>
What did you find difficult?	<ul style="list-style-type: none"> • <i>I can see you had some trouble with this. We will look at it next lesson.</i>
Write numbers the right way round	<ul style="list-style-type: none"> • <i>Are these digits the right way round? How can you check?</i>

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Work relating to shape	<i>Comments such as “Did you use a ruler/set square/compass?” are useful and remind pupils to use the correct equipment</i>
Work relating to the data cycle	<i>It is essential that teachers do not accept graph work without correct labelling and titling and use of ruler to draw accurate axes and bars/lines.</i>