



Springhill Academy



SPRINGHILL
ACADEMY

'Mini-Mission' Feedback Policy

Date Completed: September 2018

Review Date: September 2019

Springhill Primary Academy

At Springhill, we believe that it is important to provide constructive feedback to children, focusing on their successes and any improvements needed to deepen/extend their learning further. This enables children to become reflective learners and helps them to close the gap between what they can currently do and what we would like them to be able to do.

Marking and feedback should:

- be manageable for teachers and easily understood by pupils
- happen throughout the lesson
- relate to the success criteria/ personal targets and comment on previous attainment within these contexts
- develop the learner either with new learning or misconception intervention
- involve appropriate adults working with the pupils in the classroom
- give recognition and praise for achievement and clear strategies for improvement
- allow specific time for children to read, reflect and respond to marking/ feedback
- respond to individual learning needs: e.g. giving feedback face to face with some and at a distance with others;
- inform future planning and group target setting
- use consistent symbols across the school
- be seen by children as a positive approach to improving their learning

Non-Negotiables

- All marking by an adult is to be completed in green pen and should follow Springhill's 'Mini-Mission' and Maths Feedback Policies.
- Children should be taught to understand the feedback symbols.
- Children's work should be marked on the day it was completed and handed back to the child to read the following morning (see Next Step time)
- Adults are to model the correct, neatly presented, Nelson Handwriting format at all times.
- Marking should be checked by the teacher to ensure that there are no grammatical errors or spelling mistakes.

Formative marking

Every piece of work should be marked in one of the following ways. The frequency of each type of marking may vary across the key stage; however, we aim for every child to receive quality teacher marking at least twice a week in 'Mini-Mission' books and Maths books.

1. Acknowledgment marking

In some lessons, especially when the activity is closed or where a group activity has taken place, the teacher will simply check that the work has been completed by celebrating successes with a tick and identifying any obvious mistakes that need correcting. A brief attainment comment will also be given to identify how successful the child has been within their learning using a 'let's celebrate'. 🌟

2. Quality Teacher Marking

In 'Mini-Mission' books:

Every independent piece of writing, (for example, hot and cold), will be marked in depth. The 'checklist', (using the Springhill checklist format), will be marked to indicate the successful use/application of a skill. In addition, words/sentences within the work will be ticked to show where a child has used/applied certain skills. The most significant developmental point on the 'checklist' will be used as the child's 'Next Step'. Incorrect spellings will be identified using **SP** symbol in the margin and the child will be asked to write this 3 times in the margin, or underneath their work, to practise it. No more than 3 spellings should be identified. The teacher may also use other symbols to show children where they have missed words **^** or where a new paragraph should go **//**. At the bottom of the page the teacher will review the learning by identifying how the child has been successful and what next steps are needed to deepen/extend learning further.

During the week, the teacher will also quality mark children's work. This will consist of a positive comment and a developmental point (as shown below). Positive comments should explain why they have been successful and not simply list features that they have included. When a developmental point has been successfully responded to, it will be double ticked (✓✓) and the small box dated.

E.g.

To use imaginative description.	
	Your similes really help to set a scary mood for the reader.
	More powerful verb choices. Improve the 3 underlined verbs. Use a thesaurus to help you. Explain how you have improved the meaning. ✓✓
12.10.18	

Springhill Feedback Symbols (Teacher Copy)

	One tick will acknowledge the successful completion of a task.
	Two green ticks will be used to acknowledge successful completion of a next step or 'challenge' task
	Feedback sticker symbol indicating a pupil's success
	A pupil's next step or challenge task to complete
	Incorrect answer or working out.
	Check the underlined word or section again – incorrect working out or phrasing.
	Have another go
	A green asterisk will indicate a prompt for the pupil to make a particular amendment with a reminder or guidance to indicate a modelled example from the teacher.
	Finger spaces needed
	Capital letters missing
	Full stop missing (KS1)
	Punctuation error (KS2)
	Improve handwriting and / or presentation.
	The teacher has given a child verbal feedback during or after a lesson.
	New paragraph.
	'Sp' written in the margin – word underlined with a wiggly line indicates a spelling error.
	A word has been missed here.
	These symbols indicate whether the learning was completed independently, supported by an adult, guided by an adult or was paired with another pupil. These can be found next to title.
	The lesson was taught by a Supply Teacher.
	The lesson was taught by a Teaching Assistant. (Sticker used for this)
	B (Basic) A (Advancing) M (Mastery) – this is recorded on feedback stickers for teacher assessment purposes only and indicates which cognitive domain the pupil is working in



What My Feedback Means (KS1)

	Correct
	My next step is correct
	What I have done well
	I have a next step to do
	Incorrect
	I need to check this again
	Have another go
	Help from my teacher
	Finger spaces needed
	Capital letters needed
	Full stop needed
	Improve handwriting
	My teacher has spoken to me
	Spelling error
	Word missed out



What My Feedback Means (KS2)

	Correct
	My next step has been completed correctly.
	What I have done well
	I have a next step or challenge to complete
	Incorrect answer or working out
	I need to check this word or piece of work again - there is an error
	Have another go
	A reminder or model to help me out from my teacher.
	Finger spaces needed
	Capital letters missing
	Punctuation error
	I need to improve my handwriting or presentation.
	My teacher has spoken to me about my work
	A new paragraph is needed.
	I have made a spelling error that I need to fix
	I have missed out a word