

Selsdon Primary School and Nursery

Caring, learning, aspiring, succeeding



Selsdon Primary School

Feedback Policy

Updated January 2026



OUR POLICY

Teaching staff across Selsdon Primary School **has reviewed a range of** approaches to marking. They discussed the time spent marking books and whether the time spent doing this was justifiable in terms of the impact this had on pupil's outcomes. The overwhelming majority of staff felt that the investment was not worth the dividend.

Whilst a lot of staff felt nervous about letting go of the security of marking, using codes, writing comments, teaching focus groups, they also realised that there were inherent problems with this approach. Many teachers felt that in line with all of the research that they had read on the subject, that by marking using codes, that pupils focused more on the code, than they did on the guidance being offered. Others gave examples of how our current system demotivated some pupils, and restricted the ambition of others.

We discussed ways of using teaching time to focus on what the children were actually learning, and intervening immediately to correct any misconceptions, or to extend a pupil's learning further.

After much discussion we agreed on the following approach. **This was reviewed after several weeks and small amendments were made.**



OUR APPROACH

- Teachers **should** focus on what the children are learning **during the lesson**, rather than **focusing on the children's books after** the lesson has finished. Teachers will not **plan** focus groups **for every** lesson.
- Teachers **should write comments or add annotations** to the children's books as **they feel necessary**. **If the teacher does not think that a written comment or annotation will help with their teaching or assessment, then they should not write anything.**
- During **each** lesson, the teachers **should** circulate around the class, getting to each child at least once giving **immediate feedback**. Children **should** know immediately what they've done correctly and get an immediate chance to improve.
- If the teacher thinks that **most of the children share the same misconception**, they **should** stop the lesson and re-teach that point.
- If the teacher thinks that a **group of the children share the same misconception**, they **should** bring them to the carpet and re-teach that point.
- If it is evident that pupils are **completing the task easily**, teachers **should** move children on to the **extension activity** quickly.
- Teachers **should use the codes below to annotate their planning** (not the pupil's books) to record if any children end the lesson with misconceptions, or those who need moving on more rapidly.
- **Any** annotations on the planning should be used to **plan/modify the next learning activity** to **better** meet **each** pupil's needs.
- Children should be given **regular tests or quizzes** to check their understanding of what has just been taught. Pupils could self or peer mark these. The teacher can then scan the marked assessments and identify areas where pupils need to improve.

COLOURS FOR WRITING

All work by the children should be in **pencil or black pen**.

Writing by the teacher should be in **red pen**

Writing by the TA should be in **blue pen**

Children's responses to any marking or self-assessments should be in **green pen**

HOMEWORK

Teachers will give homework tasks to children in Year 1 to Year 5 based on reading, spelling and times tables. Children can practise this work at home, but this does not need to be returned to school for marking. All children from Years 1 to 6 will have weekly spelling tests which will be marked by the teacher in school.

Teachers will review children's Reading Diaries, which must be in school every day with the comment section completed.

In Year 6, children will have SATS revision books to take home, complete and return to school.



MARKING CODES

To be used to annotate planning.



= Nearly there. Has not achieved Learning Intention.



= Learning Intention **A**chieved (75%)



= Child has **E**xtended themselves beyond the Learning Intention

PRESENTATION OF WORK

All pupils should be encouraged to have a personal pride in their work. This goes hand in glove with self-presentation. **Staff should all model this when writing in the children's books.**

Pupils are more positive about their work and its presentation if they are able to work in **an organised and clutter free workspace**. All adults in the classroom need to be aware of their position as role models re; presentation, environment and clutter.

To ensure consistency throughout the school the following approaches should be adopted:

Exercise books

- The teacher should label all books with a **black Sharpie pen**.
- Books should be labeled with the **subject, child's full name, class and year group**
- No writing or marks of any kind should be on the covers of exercise books. Pupils must not personalise their book covers.
- All books should be protected with a clear plastic cover.

Date and Title

- All work must have a date and title.
- The date should be written on the left hand-side of the top line, (or the next available line) and the title in the middle of the line below.
- All pupils should leave a line underneath the title before starting their work.

Completion of written work

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- If an exercise is numbered, the numbers are to be put in the margin followed by a full stop.
- Pupils should begin the next piece of work beneath the last one.
- Pupils will be encouraged to do their neatest handwriting at all times.



- If a mistake is made then one single hand-drawn line should be put through it.

Completion of work in Mathematics

- Pupils should write individual digits into separate squares.
- All pages should have a margin drawn with a ruler down the left hand side.
- Rubbers must not be used
- Pupils should use rulers for drawing all lines.
- Pupils should leave a line under each calculation before starting the next.

Use of pens and pencils

- Pupils in KS1 and Foundation Stage will use pencil (thick or thin according to ability).
- Lower KS2 pupils will write in pencil initially. It is the teachers' decision to introduce the use of pens when pupils are able to use them appropriately.
- The final term in Y4 all pupils will use school pens in their writing in readiness for Upper Key Stage 2.
- School pens will use blue ink or black ink.
- Pupils in Y5/Y6 should be encouraged to provide and use a cartridge pen and be responsible for their own pencil case.
- Y5 pupils may use a school handwriting pen instead of a cartridge pen.
- Pupils will use pencils in their maths and science books but children may progress to using pens when presentation is good (UKS2).

Poor Presentation of work

- If a pupil has damaged, defaced or added 'tags' or graffiti to their books then they will be asked to **copy out the entire book** in their own time (e.g. during playtime and lunchtime)