



Quarryhill Feedback Policy

At Quarryhill, we recognise the importance of feedback as a central part of our learning and teaching practice and our policy is underpinned by the *Curriculum for Excellence*.

Learners need timely, accurate feedback about what they have learned and about how well and how much they have learned. This helps them to move forward in their learning and to identify what their next steps are to help them build on their knowledge, understanding and skills (Scottish Government, 2011). Feedback should be used effectively to inform and support progress in learning.

Key Principles of Feedback at Quarryhill

- The main purpose of our feedback and marking should be to improve children's learning
- Feedback should be clearly linked to the learning intention and success criteria given at the beginning of lessons
- Feedback should be actionable
- All children's work should be reviewed by teachers or pupils at the earliest appropriate opportunity
- Feedback should be delivered as close to the point of learning, as this is when it is most effective. Best practice should be when teachers deliver feedback during the lesson as opposed to comments provided at a later date
- Written comments should only be used where they are accessible to students according to their age and stage and should only be meaningful
- In P5-P7 a mix of teacher, peer and self-assessment should be modelled and used regularly.

Feedback and Marking in Practice

It is important that teachers at Quarryhill evaluate learning during each lesson and use the information from this to adapt the support and challenge they provide. Ideally teachers will "over the shoulder mark" through out a lesson. This offers opportunities to address misconceptions early or offer challenge where relevant. It should be noted that this is often not practical. All adults present in a class (e.g. SLT, PSAs, SFL teachers) should take an active role in offering feedback in the following ways.

Written work feedback (teacher)

Feedback in jotters/ on other forms of written work – eg work sheets) shows evidence of teacher assessment. It allows pupils to understand their own progress. Effective feedback will also offer pupils an opportunity to respond to feedback and learn from and reflect on mistakes.

Where a learner has successfully shown evidence of achieving the learning intention, a yellow highlighter should be used to show the success. Where a learning intention is specifically missed, a blue highlighter should be used. See appendix for examples. (coming soon)

Writing Codes

To further support extended writing accuracy, progressive marking codes will be used in all classes. Please see appendix for examples of use and stage progression of these.

Response to marking

To make marking meaningful, pupils must be empowered to correct work and respond to marking. This will look different in different curricular areas. Pupils should use purple pens to show

corrections. They must not rub out previous work. This will allow learners and teachers to reflect on the learning process. Where relevant, pupils will be encouraged to check their own work before teacher marking and make self-corrections using the purple pen.

Verbal Feedback

Delivering verbal feedback

All staff should be mindful of their vocabulary when giving verbal feedback, e.g. instead of simply telling a child their work is correct, best practice would be 'this is a good piece of work because...' or if children have achieved a next step 'I can see you have used the feedback you were given, because...'. Staff should also be aware of what instructional level their pupils are at so they have the best chance of understanding the feedback given to them.

What we wish to avoid:

"Acknowledgement marking" – ticking or crossing work, without providing links to the LI/ SC. Pupils are unlikely to be able to make corrections or improve work based on this sort of marking. It is not a productive use of teacher time.

Teachers should also avoid generic comments such as: "well done, you worked hard", "good effort" or "great work". This adds no actionable learning and does not evidence ASL. It may be useful on occasion to support effort, but it is unlikely to lead to tangible academic progress.

Appendix 1- tbc

Appendix 2:

(note – this is a working document. The below includes all codes currently used at Quarryhill. This should be adapted at different stages – eg, p2 learners should be exposed to/ expected to access a reduced list, focusing on capital letters, full stops and finger spaces. This will develop as a pupil progresses through the school.

	missing capital letter
	full stop
	handwriting error
	spelling mistake
	finger space
	wrong word
	missing word
	punctuation
	doesn't make sense
	delete
	up level
	conjunction