



*'Growing, loving and learning
in the arms of Mary'*

Feedback Policy

Feedback Policy

Author: Claire Clinton & Philip Roddy

Date: September 2017

Review date: September 2018

Ratified by Governors: October 2016 – updated September 2017

What is the purpose of the policy?

The purpose of this policy is to make it explicit how teachers mark children's work and provide feedback to ensure effective learning.

Why do we need a Feedback Policy?

It is important to provide constructive feedback to children, focusing on success and improvement needs against learning objectives and success criteria. 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. It also enables teachers to use the assessment to inform their future planning so lessons and activities are targeted to children's needs.

What are the principles that guide the school's approach to giving feedback?

Feedback should:

- Be manageable for teachers and accessible to children.
- Provide clear feedback to children, relating to the learning objective and success criteria.
- Involve all adults working with the children in the classroom.
- Give recognition and praise for achievement.
- Allow specific time for children to read, reflect and respond to marking:
- Respond to individual learning needs – e.g. marking face to face (oral feedback) with some and at a distance with others.
- Inform future planning and target setting.
- Use consistent codes across the school
- Show the children that their work is valued and purposeful.
- Ultimately be seen by children as a positive approach to improving their learning.
- Take place at the earliest opportunity, particularly if the next lesson builds on what has been taught earlier.

Key Stage One and Two

Focused feedback – specific guidance

When the teacher is marking work this should always be done in red. Sometimes work may be marked first by the children in class, and this should be marked in green. When corrections or responses to the "Target" have been completed by the children, these should again be marked by the teacher in red.

Focused marking should be linked specifically to the learning objective of the lesson and it should highlight one area where the child has been successful in meeting the Learning Objective and a "Target" should be indicated where applicable. If a child has met the LO a tick will be placed next to the LO, and if a child has not quite grasped the LO a "wt" will be placed next to the LO. Y1 & Y2 teachers will mark LO with RAG.

When a child or a group of children have not met the LO or further improvement is required, then feedback should be given individually or as a group in a guided session; targets and responses should be clearly visible.

Where feedback is given there will be comment/code stating 'VF' put in the child's book. Children will be encouraged to record a response to this when appropriate.

When focused feedback is used to give next steps the teacher may use different types of prompts depending on the task involved and the ability of the child –examples of these are:

- A reminder ('can you think of a better word than 'bad'?')
- A scaffold prompt ('what kind of monster was he? Change bad for a word that makes him sound more scary').
- Example prompts ('Try one of these words or your own instead of 'bad' – ferocious, terrifying, evil')

In order for the marking to be formative the information must be used and acted on by the children, therefore specific set times must be given for responses to feedback, and should be evident in the child's work. For example the child may have tackled a next step challenge in mathematics. Children should respond to feedback.

Feedback in mathematics and other short focused practical tasks

- Where a task has been completed correctly and shows a thorough understanding it should be marked with a tick. A target/challenge should be included where relevant e.g. in a mathematics unit where the topic is carrying on the next lesson.

- Where a task is correct but an inefficient method has been used, the teacher should tick the work and then provide a model of the efficient method to be used – this would be best done with the child or in a group in the next session or when appropriate.
- Where work is incorrect due to: inefficient methods, or an incorrect part of the process or, lack of prior knowledge leading to misconceptions this should be modelled and addressed with the child/children as soon as possible again based on the teachers discretion this could be written in the book or completed as oral feedback with an individual child, a group or indeed the whole class. The comment should reflect the dialogue which has taken place.
- Where inefficient methods or parts of a process are incorrect, and these are being addressed in the child's book, the error in the process should be highlighted and an efficient method modelled.

Guided Groups

- If relevant, a plan of the guided task with the key questions and outline of the task should be attached to the children's books.
- Feedback/assessment of the children's responses linked to the Learning Objective (LO) for the tasks should be written in the child's book by the adult working with them.
- Verbal feedback will be a key focus in guided sessions.

How do children evaluate their own learning?

- Children to self-assess daily against the LO. Teachers in Y1 & Y2 will RAG at the LO. Children in Key Stage 2 are encouraged to begin to peer assess using guidelines carefully modelled by their teachers. Comments must relate directly to the LO and be positive and constructive such as 'Your word choices for this description have made me want to read more,' rather than, 'your handwriting is neat'. They can also offer advice for improvement e.g. next time you could include a simile.
- In extended pieces of writing children use a system where they underline elements of the success criteria that they have included within their own work in green-they then identify a next step. A marking ladder with success criteria and, for Key Stage 2 space for next step, is used and stuck into the child's book. This will also be initialed or ticked by the teacher.
- Against the target given by a teacher, the children are expected to record a comment to indicate that they have read and responded the target to encourage a dialogue between child and teacher. Children will initial to say they have read the comments.

Marking and Feedback symbols

VF	-	Verbal feedback given
T	-	Target or Next Step
	-	Missing word
√	-	Your work has been marked by the teacher – positive feedback
√√	-	Exceptional work KS2
wt	-	Working towards LO
	-	Exceptional work

Levels of support

I	-	Independent work
T VS	-	Teacher Verbal Support (discussing ideas / vocabulary)
TA VS	-	Teaching Assistant Verbal Support (discussing ideas / vocabulary)
T SS	-	Teacher Sentence Structure (forming sentence with child)
TA SS	-	Teaching Assistant Sentence Structure (forming sentence with child)
T Sp	-	Teacher Spelling
TA Sp	-	Teacher Assistant Spelling