

# Feedback Policy Primary

<p style="text-align: center;"><b><u>Aim</u></b></p> <p><i>To provide constructive feedback to children, enabling them to become reflective learners.</i></p>	<p style="text-align: center;"><b><u>Objectives</u></b></p> <ol style="list-style-type: none"> <li><i>1. For student work to be marked timely with incisive feedback about what needs to be done to improve knowledge, understanding and skills.</i></li> <li><i>2. For all students to engage in the feedback process using the suggestions made by peers/teachers in the marking of their work.</i></li> <li><i>3. For children to close the gap between what they can do currently and what we would like them to do.</i></li> </ol>
<p><b>Marking and feedback should:</b></p> <ul style="list-style-type: none"> <li><i>• Be manageable for the teaching team and accessible to the children.</i></li> <li><i>• Relate to the learning intention.</i></li> <li><i>• Involve the teaching team working with the children.</i></li> <li><i>• Give recognition and praise for achievement and clear strategies for improvements so that the children are aware of their next steps</i></li> <li><i>• Allow specific time for children to read, reflect and respond to marking where appropriate.</i></li> <li><i>• Respond to individual learning needs taking opportunities to mark face-to-face where appropriate.</i></li> <li><i>• Inform future planning.</i></li> <li><i>• Use consistent codes within Key Stages for in depth marking.</i></li> <li><i>• Ultimately be seen by children as a positive approach to improving their learning.</i></li> </ul>	
<p><b><u>Procedures</u></b></p>	
<p style="text-align: center;"><b><u>Governors</u></b></p> <ul style="list-style-type: none"> <li>• Use Committee Meetings to ask challenging questions of the Headteacher about the quality of performance in this most important area of school.</li> <li>• Contribute to evaluations taking place during Monitoring Weeks by, visiting classrooms and scrutinizing student work with school leaders as appropriate.</li> <li>• Be ready to explain the Governors' perception of the quality of teaching, learning and assessment to Ofsted and the LA as well as the evidence used to form this judgment.</li> </ul>	<p style="text-align: center;"><b><u>Headteacher</u></b></p> <ul style="list-style-type: none"> <li>• Take overall responsibility for the implementation of this policy by:             <ul style="list-style-type: none"> <li>→ making the School's expectations clear to students, staff and parents alike;</li> <li>→ supporting the work of the Deputy Head</li> <li>→ coordinating the input of Governors and school leaders during Monitoring Weeks and making people aware of findings;</li> <li>→ Identifying and removing any barriers to achieving the right outcomes.</li> </ul> </li> </ul>

### **Deputy Head**

- Monitor the regularity and consistency of marking across the federation
- Contribute to evaluations taking place during Monitoring Weeks by, visiting classrooms and scrutinizing student work with governors.
- Conduct pupil interviews about their progress over time and next steps.
- Scrutinise workbooks for evidence of the impact of feedback.

### **Teaching Staff**

- Use verbal/Oral Feedback - It is important for all children to have oral feedback from a member of the teaching team. This dialogue should focus upon successes, areas for development and to set next step targets for future learning.
- Marking will be in pink pen to ensure consistency throughout the Federation.
- Choose when it is best to use formative feedback / quality marking, because it will not always be possible to mark everything in detail. However, each child should get detailed feedback at least once a week on a piece of extended writing as well as some Maths work. Pieces of work not marked in detail should be acknowledged and relate to the learning intention.
- When you mark extended writing and Maths work in a detailed way, provide follow up tasks / activities for each child to complete as soon as they get their books back in a pink box that you have drawn after his/her work. This means children will have to connect with what you have written. It also enables you to correct misconceptions, develop deeper learning and to provide additional challenge for those who need it.
- Make sure your marking reflects whether the learning intention has been met and in extended writing pieces other corrections should be made such as spellings, punctuation, grammar, presentation etc.
- Use the agreed marking codes and display in your class.
- Comment should be made to help the child improve and take the next step in their learning.
- Record children's targets and keep them so that these are available for reflection of children's progress and achievements.
- Encourage children self-evaluate and older children should be encouraged to identify their own successes and look for an improvement point. This could either be done in books or verbally, where children verbally appraise their work and explain what they have learnt and what they need to do next. Younger children may use the traffic light system or smiley faces as an alternative method.
- Give Children the opportunity to evaluate the work of their peers and provide suggestions for improvement.
- Use a variety of feedback strategies. In EYFS strategies include:
  1. • Verbal Praise
  2. • Stickers and stamps
  3. • Written annotations, short and narrative observations (written)
  4. • Annotation of work and photographs by staff
- Oral dialogue with children about their play, work or special books

## **Children**

### ***Assessment***

- Know your next steps-What do I need to do to get better? Take an interest in your progress towards them. Be determined to make at least 'good' progress. Focus your efforts on achieving this level of success.
- Take on board your teachers' written and verbal feedback, acting upon advice given to speed your progress. Complete any follow up tasks. Think about how work is to be marked before you complete a particular task. Plan your work to match what is required for your objectives.
- Review your own work when asked and contribute sensibly and positively when asked to assess other students' efforts. Students can learn a lot from each other. Make the most of this important resource.
- Ask for advice when needed and follow it when given.
- Take an interest in the assessment checkpoint grades and levels. Read tutor and subject reports carefully and come along to the parents' meetings so that you feel you are at the heart of the partnership between your family and the school. Be ready to discuss targets and to agree the strategies required to achieve them.
- Complete homework tasks. They are often there to help you reach your personal targets.

## **Parents**

- Ask your children what they are working on at the moment and what they need to do to get better.
- Come to parents meetings and ask what you can do to help your child achieve their targets.
- Read your son / daughter's reports carefully. Come along to the Parents' Meetings; be ready to ask questions, raise issues and to contribute to deciding appropriate targets as well as the strategies to meet them. Ask for clarification if you do not fully understand the reports. You are an important part of the learning process and we want you to be involved.

## Marking Codes

### What Has My Teacher Written On My Work?

**I** This work was done independently  
(without any help).

**S** I had some help with this work.

**VF/OF** My teacher has talked to me about  
this work.

\* I have understood this work.

\* I need some help with this next time.

\* I need to talk to my teacher about this as  
I have not completely understood it.

**P** I need to check my punctuation.

~~~~~ I need to check the spelling of this  
word.