



FEEDBACK POLICY

This Feedback Policy should be viewed within the wider context of pupil assessment. Appropriate, consistent and constructive feedback plays a decisive role in enhancing pupil achievement. At Garlinge Primary School and Nursery we believe that children should be made aware of their success through constructive feedback. Feedback will be sensitively, but critically, approached by both teacher and pupil in the knowledge that it is essential aspect of teaching and learning.

Aims:

- To promote high quality feedback throughout the school
- To standardise the school's approach to marking
- To increase children's awareness of the significance of feedback
- To positively reinforce children's achievements
- To guide children towards future learning goals
- To provide an approach that is both manageable and effective

We will offer feedback in order to:

- Offer specific information on the extent to which they have met the Learning Intention and/or targets
- Give a clear general picture of how far they have come in their learning and what their next steps are
- Promote peer and self-assessment, in order for children to recognise their own difficulties and areas for development
- Check for accuracy
- Monitor progress (both summative and formative)
- Motivate children by celebrating success

Implementation:

At Garlinge Primary School and Nursery we strive to give the best possible feedback (both written and verbal) to pupils in order to help them work in the gap between what they **already** know, understand, or can do at the moment, and what they **will** want, or need to know, understand, or be able to do in the future.

- Feedback should be linked wherever possible to clear criteria, which the pupils are made fully aware of, **before** embarking upon a piece of work. This will usually be based around the Learning Intention, although it is important that other areas for development are not overlooked.
- Children should also be made aware of the Success Criteria for every piece of work, prior to them completing it. These criteria should be generated by the children where possible, written out and displayed to the children for reference during the session.
- Other than highlighters, all marking should be done using red pen, to ease clarity and ensure consistency

- Feedback should be undertaken as close to when the pupil has finished as reasonably possible.
- Feedback comments should be legible, (demonstrating the school Handwriting Policy) and written using language that the pupils are able to understand.
- Teachers will use a range of strategies to reward outstanding work or effort, including stickers, verbal praise, merits and celebration in Friday assembly.
- Children should be given opportunities to read comments and complete examples from the previous session at the start of the next, where possible, in order to further understanding.

English:

- Teachers will assess each piece of extended writing that children complete. During these pieces, teachers will highlight up to three points where the children have met the **Learning Intention** and/ or **Success Criteria** using a **green** highlighter.
- Teachers will also highlight one area which needs to be **improved** upon, using a **pink** highlighter.
- A comment will also be added, explaining the reasons for the highlighting where necessary and given the next steps for learning, as well as commenting on 'Non-negotiables' as necessary. (e.g. spelling, handwriting, grammar, presentation)
- The pink highlighter can also be used to identify sentences that need correcting/improving.
- In all other pieces of written work, including the Foundation subjects, symbols common to the whole school will be used to illustrate mistakes in children's writing and where improvements can be made. (See Appendix 1)
- Precision Marking symbols can also be used, where appropriate, to support children in understanding strengths and areas for development.
- Children should be encouraged to respond to teacher feedback comments, in order to improve their work
- Written comments should ascertain where work has been supported by an adult.

Maths:

- Feedback should be made for specific reasons:
 - **Content:** How children have performed in relation to the lesson's Learning Intention
 - **Presentation:** Extra comments made as necessary.
 - **Effort:** Extra comments made as necessary.
 - **Extension:** Examples given to complete that will demonstrate understanding
- Feedback should contain scaffolded examples or challenge questions to complete in order to develop understanding
- It should be recognised that comments for presentation and effort will not ordinarily raise standards in maths, but may still be relevant to a child's overall development/esteem. At Key Stage 1, written comments should be made and opportunities should be given for class teachers and teaching assistants to feed these back verbally where necessary
- Maths tests may be marked by teaching assistants, but all scores should be checked by class teachers for accuracy.

- Where possible, examples of the correct technique/presentation should be given to children where understanding has not been demonstrated.
- At Key Stage 1, corrections to be completed should be indicated using a pink highlighter.
- At Key Stage 1 and 2, Learning Intentions (the letters L.I.) should be highlighted using a POG (Pink, Orange, Green) rating system to illustrate the child's level of understanding.
- Written comments should ascertain where work has been supported by an adult.

Implementation:

- Regular book scrutiny will be carried out by Subject Leaders, Department Leaders and members of the Senior Leadership Team
- Lesson observations will also include time set aside to audit pupil work and discuss with pupils the feedback that they are receiving.

Level of support:

It is important, for assessment and moderation purposes, to indicate the level of support that has been given to a child while completing work. The codes below will be used to indicate the level of support.

- **(1:1)** = one to one support given
- **G (1:2)** = Group work with 1 adult and 2 pupils
- **I** = Independent (this may be used to indicate the questions a child has tried independently after working as a group.
- **S** = support given

It will be assumed that any work without a code has been completed independently.

Impact:

We aim to ensure children:

- Enjoy the process and are motivated to make improvements.
- Are eager to look at the marked work.
- Are given time and opportunity to respond to feedback marking.
- Are linking their work to the learning intention.
- Enjoy raised self-esteem.
- Realise a clearer purpose to marking.

Policy adopted by Governing Body on _____

To be reviewed on _____

Signed by Headteacher _____

Signed by Chair of Governors _____

APPENDIX 1

Symbols used for marking written work

Spelling Mistakes:

- At Key Stage 1 - Teacher to write **1** , **2** etc. (to a maximum of 3) at the bottom of the piece of work, with the correct spelling. Child to then copy out the word correctly.

At Key Stage 2 - Teacher to write **1** , **2** etc. (to a maximum of 3) at the bottom of a piece of work. Children to write out the word correctly three times, using a dictionary if necessary.

// - ***New Paragraph Needed***

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- ***Check for Sense***

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- ***Punctuation/Grammar Error e.g. dont, ball's***

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- ***Letter/Word Missing***

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- ***Other Written Work:***

An **arrow** maybe inserted in the margin, to illustrate an area for improvement. The class teacher will then draw another arrow at the end of the piece of work, with an explanation of what is to be improved.