



*Madley Brook CP School*

## **Feedback Policy**

**December 2020**

### **What is feedback?**

A verbal comment or written feedback to a child concerning his / her work that informs the child about what he / she has done well and / or what he / she needs to do to improve.

### **Why is feedback given?**

- To provide next steps for children's learning
- To provide an on-going dialogue between teacher and pupil
- To show the child that his/her work is valued
- To share expectations
- As part of on-going assessment and monitoring of a child's progress
- Children will self-assess or peer-assess their own or other's work. This will be acknowledged by the teacher where appropriate
- If teaching assistants have been working with a group of children they will feedback the work accordingly to show evidence of support.
- To inform future lesson planning and small group intervention.

### **Principles of feedback**

- The process of offering feedback should be a positive one
- Feedback should always be against the lesson's learning outcomes including the class non-negotiables for technical accuracy for the expected age range
- Comments should be appropriate to the age and ability of the child
- Children are encouraged to self and peer assess
- Completed next steps will be acknowledged by the class teacher and any corrections needed will be addressed
- Whole class feedback may be used, particularly for writing, where the teacher has identified trends and areas from the whole class that need addressing.
- **The best feedback is the dialogue that takes place between the teacher and the child whilst the task is being completed. Any written feedback provided by the teacher has to be both meaningful and useful for the child, and not marked for the sake of marking. This means that some pieces of work will not be physically marked by teachers.**

### **General Guidance**

- In maths, children will mark and correct their own work during the lesson and mistakes will be used as teaching points. Teachers will monitor books at least weekly (age dependent, this may be more frequent with children in Key Stage 1) and acknowledge this process providing feedback where necessary.
- All children will have time to respond to feedback
- Teachers will feedback against the learning objective and success criteria

- Teachers will comment on spelling, punctuation, grammar or handwriting as appropriate to the child in the following cases:
  - If the spelling, high frequency word, punctuation or grammar is something the child should know (max 5 words per piece of writing)
  - It relates to technical / key vocabulary
  - If the handwriting is not at the required standard for the individual child
- All written comments should be neat and legible
- The teacher should aim to have knowledge of what was achieved in each lesson prior to the subsequent lesson in order to provide effective feedback either individually or to the whole class
- Comments should aim to be as specific as possible, identifying next steps where appropriate
- All children have a purple pen to show corrections
- Peer assessment will be used as appropriate to the lesson content. Children will initial their names after marking is completed

## EYFS

**Writing** - Children in Reception have a writing book. Feedback will be annotated and marked as the key below. If there has been verbal feedback a note of this will be made at the bottom of the page as well as any key focus next steps.

In RWI sessions children on Red Books will be introduced to the 'fix it' self assessment technique as part of the writing sessions during the week.

**Maths** - Reception children have a maths book for recording and practising number formation. Feedback will be annotated and marked as the key below. Maths books are used when required. Staff record observations on Tapestry and give verbal feedback on a daily basis during daily maths sessions as required.

Daily verbal feedback is given during the day for all areas of the curriculum for adult led and child initiated play activities when an adult observes a key learning opportunity. Any key steps are recorded as an observation on Tapestry, along with any verbal feedback or comments from the child.

Next steps and feedback are given in more detail for all areas of the curriculum during a child's Focus Week and shared with parents through a written report and a parent meetings x3 per year

## Key to marking

### Reception Classes

I	Independent
S	Supported
Biro handwritten	Annotation and next steps
C	Copied
T	Traced
	All work initialled and dated
VF	Verbal Feedback

## Key Stage 1

Orange Highlighter Pen	Correct work or meeting criteria for a standard Learning objective will be highlighted if met and squiggle line if not
Green Pen	Any next steps or changes that need to be made
I	May be used if a piece of work is carried out independently after support (if no letter then work is independent)
S	Supported
Sp or ~	Spelling to correct
VF	Verbal feedback ( in a speech bubble)
^	Omission
✓	One tick to show LO achieved
✓✓	Two ticks if good
✓✓✓	Three ticks if outstanding
E	Written next to the LO if particular effort has been made

The following subjects may not be marked:

Phonics: Guided practice, children will also 'fix' their own errors

Science: Practical sessions

Art: Practical sessions

## Key Stage 2

Green Ink	Feedback will be in green ink
Orange Highlighter	Learning objective will be highlighted if met and squiggle line if not
I	Independent, annotated as appropriate (only used occasionally)
S	Supported
WCF	Whole Class Feedback
Sp ~	Spelling to correct
VF	Verbal feedback in speech bubble
✓	One tick to show LO achieved
✓✓	Two ticks if good
✓✓✓	Three ticks if outstanding
□	Block – next step ticked when achieved
○	Ring around missed capital letter
^	Omission
Gr	Grammar correction
•	Correction (in maths)
—	Use a better word
//	New paragraph

The following subjects may not be marked:

SPAG: Guided practice

Science: Practical sessions

Art: Practical sessions

MFL: Guided practice

Journals: Child led work

Handwriting: Guided practice

## Monitoring and evaluation

This policy will be monitored through learning walks by all staff and reported to governors annually in subject leader reports.

Reviewed December 2020