

Feedback Policy

Autumn 2020

Rationale

At Newbald Primary School, we will ensure that all children have their work marked in such a way that will inform future teaching and learning. Therefore, this is likely to improve learning, develop self-confidence, raise self-esteem and provide opportunities for self-assessment.

Marking of children's work will reflect the Mission Statement of the school.

Principles

Feedback should:

- be written or verbal
- be linked to the learning objective and the pupils' targets as appropriate
- should inform the child of the quality of their work and the way forward
- include focused comments to help children 'close the gap' between what they have achieved and what they could have achieved
- model correct grammar and spelling in handwriting that is neat and consistent in style
- inform future planning and target setting
- be manageable for classroom staff
- be marked according to a curriculum focus, but in the current Covid situation needs to include literacy to support filling the gaps
- opportunities must be given for children to read, reflect and respond to marking and feedback

Aims

For children:

- to develop self esteem and motivation by showing them that we value their effort and achievement
- to enable children to recognise what it is they have done well

- to give clear picture of how far they have come in their learning and what the next steps are
- to provide immediate focus through fix its
- to be involved in the feedback process through discussion with adults and peers, shared marking, talk partners etc.
- to self assess (age appropriately) –children to correct and mark against criteria and checklists appropriate to genre of writing, drafting and editing key processes.

For staff

- to create a bank of summative evidence showing children's achievement and progress towards targets
- to provide individual feedback to children whenever possible/appropriate
- to provide a diagnostic tool to highlight and plan for the next stage of children's learning through formative assessment
- to share success criteria (and focus for marking/feedback) with children at the start of the lesson to ensure a positive learning outcome
- to ensure procedures and standards are consistently applied across the school in an age appropriate manner
- to inform parents of the school's feedback procedures to promote shared understanding of the purpose of feedback

For Parents/Carers

- to provide an awareness of their child's progress, the values and expectations of the school and the relationship between the child and adults in the class
- to offer a model for commenting on their child's work

Desired Outcomes

- improvement in pupil outcomes. This includes attainment and progress but also equips children to be able to be reflective learners and accept constructive criticism or advice
- pupils are aware of the expectations on them and how they can meet these
- a consistent approach to feedback across the whole school time (e.g. 5–10 minutes at the start of a lesson) is planned into lessons to reflect on previous work and feedback

Organisation

- all written feedback will be done in green pen

- Staff will indicate their role or the nature of the work alongside the marking with the following initials: T= teacher / TA = Support Staff. If the work is discussed with the children and no written feedback is given this will be indicated in the book with a V (verbal feedback) and either T or TA to indicate who has given the support.
- Children will correct or change in purple pen (except EYFS)
- Children will Peer Assess in red pen

Monitoring

- Subject Leaders will carry out termly work scrutinies from each class to monitor the appropriate application of the policy
- The Headteacher will look at samples of work, visit classrooms (Learning Walks) and talk to children at least termly (adhering to Covid restrictions)
- The application of the policy may also form part of formal lesson observations undertaken as part of the Performance Management Cycle



What does my marking mean?

COLOURS		
	T – Teacher TA – Teaching Assistant	EYFS – Year 6
	Fix its – self assessment	EYFS – Year 6 *EYFS – in pencil
	Peer assessment	EYFS – Year 6
SYMBOLS		
 	TA/T COMMENT This is a piece of work I have done well.	EYFS – Year 6
	TARGET This is something I need to practise and improve.	EYFS – Year 6
	CELEBRATION This is an exceptional piece of work worth a raffle ticket.	EYFS – Year 6
 Fix it	FIX IT This is something I need to change or challenge myself on.	EYFS – Year 6
FIX ITS		
S	A spelling to be corrected. (Letter to be written in the margin)	Years 1-6
P	Punctuation to be corrected. (Letter to be written in the margin)	Years 1-6
G	Grammar to be corrected. (Letter to be written in the margin)	Years 3-6
Challenge	I have a challenge to complete.	Years 1-6
?	This does not make sense, read and check.	Years 1-6
FEEDBACK		
V - T	Verbal feedback from the teacher.	EYFS – Year 6
V - TA	Verbal feedback from the teaching assistant.	EYFS – Year 6
PA	Peer assessment	EYFS – Year 6