

"We all play our part in achieving excellence in everything that we do"

Feedback Policy (October 2020)

Aims

This policy gives guidance to staff on the purpose, types and frequency of feedback, including marking. All feedback should have a clear purpose, for either the child or the teacher depending on the learning intention.

The principles that underpin feedback are constructive, timely, manageable and meaningful.

Purpose of feedback

- Any recorded work is looked at and valued by staff.
- Feedback enables the child to recognise their strengths, difficulties and mistakes, and encourages them to move forward with their next learning steps.
- Feedback, including marking, should guide pupils to recognise and act on their own mistakes.

Types of Feedback

- Feedback must use the language of learning. Children need to be clear about what the lesson intention is and what the impact of the learning is.
- The most effective type of feedback is verbal which is done during the lesson and may include marking with the pupil.
- Marking Codes can be useful as long as children and staff understand them and where they serve a useful purpose.
- Staff should use green to highlight what has gone well and purple to highlight or state where there needs to be improvement or next steps.
- Pupils when self-assessing should use pink and blue for peer assessment and feedback.

Self and Peer Feedback

- Children should, where appropriate, self-mark work. The teacher will always review this marking.
- Peer feedback, where used, should be purposeful and not tokenistic.

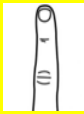


Reflection and Response

Where written feedback is given and the pupil is not present, time must be built planned for to enable the pupil to read and respond as appropriate.

Frequency of feedback

- Feedback should mostly take place during the lesson, where possible, which allows for immediate improvement.
- All work should have had some feedback given before the next lesson.

Marking Codes

LO .	LO not achieved
LO ✓	LO achieved
LO ✓✓	LO EXCEEDED
.	Mistake / incorrect
	Finger space required
	Spelling mistake
??	Unsure / does not make sense
TM	Target met
©	Capital letter error / missing
^	Word missing
P	Punctuation
//	Paragraph needed
V	Vocabulary
g	Grammar
	Next steps
ABS	Absent
I	Independent work
G	Group work
S	Supported work