



## **Pendock C E Primary SCHOOL FEEDBACK POLICY**

We aim to enable and encourage all those connected with Pendock school to be the best that we can be. By living out our Pride in Pendock values, we strive to inspire children, parents, staff and our wider community to fulfil their potential and enjoy life in all its fullness.

### **The Purpose of the policy**

The purpose of this policy is to make explicit how the teaching team provide feedback to the children in Y1 (summer term) to Year 6. All members of staff are expected to be familiar with the policy and to apply it consistently.

When giving feedback to a child we should endeavour to praise the pupil for the efforts they have made and in so doing motivate him/her to achieve an even higher standard within their own capabilities.

### **The need for giving feedback**

It is important that the teaching team provide constructive and appropriate feedback to children, using both written and oral forms where appropriate, focusing on success and improvement needs against learning intentions. This enables children to become reflective learners and helps them to close the gap between what they can do currently and what we would like them to be able to do.

The feedback policy applies to all subjects. There is an expectation that all work that children undertake should have feedback given to a quality that is needed to enhance the children's future learning. The feedback will consist of a variety of methods (dependent on the task, the learning outcome and the future impact of the child in their learning).

We recognise that the teaching team consists of teachers, teaching assistants and other teachers employed by the school.

### ***Marking and feedback should:***

- Be manageable for the teaching team and accessible to the children.
- Be simple and clear.
- Relate to the learning intention
- Involve the teaching team working with the children.

- ☑ Give recognition and praise for achievement and clear strategies for improvement.
- ☑ Allow specific time for children to read, reflect and respond to marking where appropriate.
- ☑ Respond to individual learning needs taking opportunities to feedback face-to-face where appropriate.
- ☑ Inform future planning.
- ☑ Use PRIDE merits, dojo points, stickers, non-verbal cues (smiles, thumbs up, high five etc..) or a combination of methods to encourage effort and recognise attainment.
- ☑ Be written in green.
- ☑ Annotated with who the child has been working with during that task
- ☑ **Ultimately, be seen by children as a positive approach to improving their learning.**

## **How we feedback on children's work**

The following are acceptable examples of methods of marking and feedback. These forms will vary and be dependent on the type of task given, the learning intention, if there is Success Criteria and the age/cohort of children. The teaching team are to use their own experience in making sure there is balance of marking styles over each term.

**ALL** pieces of work must be annotated with the level of support given.

- If a child has worked with the class teacher or teaching assistant please annotate the piece of work with S.
- If the work was completed independently, please annotate with an I.
- If the work was initiated by the child, please annotate with CI.

### ***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 targets for future learning.

### ***Summative Feedback / marking***

This is associated with closed tasks or exercises where the answer is either right or wrong. The children, as a class or in groups, can also mark this. An acknowledgement comment may also accompany this if warranted. Green pen should be used if being marked by a teacher or a pink pen if being marked by the children.

### ***Peer/Self Marking***

Children of all ages can self/peer mark to varying degrees. This may range from ticking and dotting right and wrong answers, using a checklist to self assess/peer assess. There may be less of this style in KS1. A pink pen should be used by the children.

### ***Quality Marking – detailed attention***

**Not all pieces of work can be quality marked.** Teachers need to decide whether work will simply be acknowledged or given detailed attention. ***This decision should be based on the impact of that marking in taking the children's learning further – will the timescales in the marking enable the child to progress and act upon the feedback?***

This is likely to look different in English and Maths.

**English** – the most suited phase for next steps marking within the writing journey is the middle section – where the children are applying the skills that they have learnt, using defined success criteria to help shape their writing. This tends to be where the most editing/reviewing and refining aspect takes place and the individual feedback will make the most difference to their learning.

**Maths** – With the implementation of the small steps approach, your next steps marking will most likely be related to individual and specific aspects for each child. In addition to this, each child will have 'a challenge' per week which will be related to their learning experience and should help to move their learning forward.

The teaching team should focus primarily upon the learning intention of the task. The emphasis should be on both successes against the learning intention and/or the improvement needs of the child.

When quality-marking teachers should:

- 1** Read the entire piece of work.
- 2** Highlight examples of where the child has met the learning intention and indicate clearly a focused comment linked to this, which will help the child improve their future learning (WWW – what went well).
- 3** Highlight both successes and improvements in appropriate spelling, punctuation and grammatical aspects (no more than 5 spellings highlighted at any one time).
- 5** When writing comments, include aspects that reflect on the work and aspects which will extend the children's thinking (next steps).
- 6** The use of highlighters in some marking will clearly show some children where they need to show improvement to aid the understanding of their next steps or the comment.
- 7** The use of checklists (success criteria) may be used to help guide the feedback where necessary.

## **Children's response to the comments**

### ***Self-Marking and evaluation***

Where appropriate, children should be given time at the start of a lesson, to read and consider the written/oral feedback the teacher has provided, known as Reflection and Responding (R&R) (approximately 5 minutes).

Children should be encouraged to ask for clarification, if they do not understand a comment and should be clear about what they need to do in their next piece of work, because of the feedback they have received.

In KS2, children should be encouraged, where appropriate, to initial against the comment to show that they have seen it and to respond to the written feedback, verbally, by either writing a reply or completing their next steps. The use of polishing pens will show very clearly, where the response to feedback has taken place (pink).

All children should sometimes be encouraged to self-evaluate and older children should be encouraged to identify their own successes and look for an improvement point – they should follow the WWW and Next Steps that the teachers use.

For some age groups and tasks, the use of checklists can help to guide the children's learning and show their next steps in their learning. These are to include two columns, a self-assessment (where the child ticks when they think they have shown/reached that learning objective/success criteria statement) and a column for the teacher to respond.

Children should be given the opportunity to evaluate the work of their peers and provide suggestions for improvement.

It has to be recognised that some children will find reading comments tricky and for the younger children oral feedback and use of visual clues is the most effective way of informing children of their next steps.

## **Monitoring and evaluating this policy**

This policy will be monitored through further consultation of staff and through the planned reviews.

Children's workbooks will be monitored and staff given individual feedback where necessary.

**Policy reviewed June 2021**

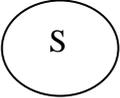
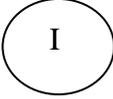
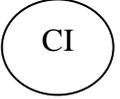
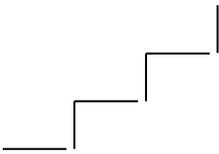
**Policy updated and agreed September 2021**

**Review suggested June 2022**



## Pendock C E Primary SCHOOL FEEDBACK POLICY Symbols explained

We aim to enable and encourage all those connected with Pendock school to be the best that we can be. By living out our Pride in Pendock values, we strive to inspire children, parents, staff and our wider community to fulfil their potential and enjoy life in all its fullness.

Symbol	Meaning	Symbol	Meaning
	A member of staff helped you with this task	TTT	Talk To Teacher – your teacher would like you to talk to them about this
	You worked independently on this task	✓	The answer is correct
	This task was child initiated	•	The answer is incorrect
WWW	What Went Well – and a member of staff will bullet point aspects that you have done well		Next steps – a member of staff will put bullet points on the next steps in your learning

In some pieces of work, there will also be a written comment. If you are in KS2, please initial, read and respond to this, as it will also help you to move on in your learning – use a pink polishing pen!