"Hand in hand united in friendship and happiness; we listen to God's call, we learn from God's word and we share God's love through service."

12C -Feedback

Approved: September 2018

Review: September 2019

Head Teachers signature:

Governor's signature:

Introduction

This policy is to give guidance to staff on the purpose, types and frequency of feedback.

Purpose

Feedback including marking has a number of purposes:

1. To help pupils understand what they have done well
2. To help pupils understand how to improve
3. To help pupils make visible signs of improvement as a result of the feedback given.

Most feedback must be set against the context of the Learning Intention, which at St. Augustine's is recorded at the start of a piece of work in a child's book.

Types of Feedback

Written feedback

- Work will be marked with a combination of green pens and pink pens, including where appropriate, the use of highlighters.

- The green is used to help pupils understand what they have done well and can take the form of underlining or highlighting.

- The pink is designed to make children think. Again it can take the form of highlighting or underlining. On its own the pink encourages the children to edit their work and correct errors. To move children's learning forward a comment in pink should require immediate action from the children. We use a mixture of challenge, reminders, process and example prompts.

Verbal feedback

- Verbal feedback will be indicated at the bottom of the piece of work as part of the codes but there is no requirement to explain what the verbal feedback is. The impact of verbal feedback should be clear in subsequent work. To evaluate the impact of feedback being given, the following piece of work or redraft will be monitored by both the class teacher and SLT during work scrutiny.

- Verbal feedback could also take the form of guided group work as a follow up, or recapping on previous learning at the start of a lesson and sharing children's work, identifying strengths and areas for development.

Peer assessment

- Children can assess work in partners or in a group. When this type of feedback takes place, it is vital there is focussed criteria for them to assess against.

- When peer assessment takes place, children should either be given success criteria which they tick or cross to show that it has been met or complete a post –it note under the title peer assessed by .

Self assessment

- Where appropriate, children can mark their own work e.g spelling test, straightforward Mathematics questions, simple grammar questions.

- When self-assessment takes place, children could be given success criteria which they tick or cross to show that it has been met or write their own pink or green comment.

- Every piece of work that children complete should be self-assessed for understanding using the traffic light codes listed below.

Frequency of feedback and general guidance

All work should be marked, however not all work needs the same level of annotation. Some work (as agreed with staff) can be acknowledged rather than commented on.

As all work must be looked at before the next session, it is vital that teachers keep up to date. The outcomes from a lesson should inform what happens in the next one. This is a requirement set out in the Teacher's Standards and is non-negotiable.

Teachers should adopt the school's handwriting style throughout marking as this provides a good model for children.

Marking codes have been agreed by SLT to avoid repetition of key comments. A traffic light system will be used by the children to evaluate their understanding of the Learning Intention

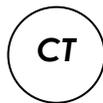| The feedback codes are below.   It is important that all staff and children are familiar with them. |
|---|

Feedback code:

Symbols used
The symbols below should be written to the left edge of the paper if possible

Sp   Spelling error (write word correctly at the bottom of the work). Child to write it out (correctly) three times. Maximum of 3 corrections per piece of work.
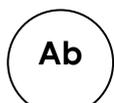
I   Task completed independently

CT   Supported with teacher

EA   Supported with/by EA

Ab   Absent

Feedback policy reviewed September 2018

VF — Verbal Feedback

IG — Withdrawn from lesson for an intervention

S — Some form of scaffolding provided

🟥 Not understood the lesson today

🟨 Partly understood the lesson today

🟩 Fully understood the lesson today

Subject specific Feedback

Mathematics

All work acknowledged every day with green and pink. Pink comments and incorrect (e.g in date) to be given at appropriate times when it will develop their reasoning skills. Spelling of mathematical words or incorrect number formation should also be corrected and children write the word/number 3 times.

Jotters do not have to be marked but used to help assess what the children can do.

English

All work acknowledged every day with a maximum of 3 spellings picked up daily, focusing on High Frequency Words first. Grammatical and secretarial errors need to be addressed every day. Pink comments to be given at appropriate times when it will move learning forward.

During the editing and re-drafting phase of a piece of writing, it should be clear when proof reading and editing has happened. After editing has been completed there should be clear evidence that thorough feedback has been given. This may be through the use of post it notes.

(examples of this have been shared with staff)

Writing Journals

Writing journals are used to record the **second draft** and pieces of independent writing such as free writes. These pieces of work should be given green praise comments, house points and stickers as appropriate.

RWI

Acknowledge

Guided Reading

Acknowledge the work and pick up on any grammatical, spelling and punctuation errors. Feed in what you learn from their responses into your next session. This might include modelling an appropriate answer in terms of length and detail. **Do not** tick answers that are not good enough as a response., instead circle the question number in pink to indicate that this needs to be attempted again.

RE

RE should be marked with comments directed at the RE learning. Pink comments should relate to AT2 and be present every other piece of work. Spelling and Grammar errors should be addressed but with the focus on RE vocabulary for spelling in the first instance e.g Jesus must be spelt correctly.

Science/ Topic

All work should be acknowledged with a maximum of 3 spellings picked up. Grammatical and secretarial errors need to be addressed regularly. Over time there should be evidence that pink comments have been used to move learning forward. This does not have to be every piece of work but should be regular. Feedback codes as listed in this policy also apply to these subjects.

Handwriting

Acknowledge and model correct letter formation or join where the child has done this incorrectly.

Learning Log

A positive acknowledgement of the effort of the children.