



FEEDBACK POLICY

Feedback Policy

Introduction

At Georgian Gardens CP School our aim is to provide a safe, secure, happy and caring environment where everyone can achieve their full potential. We actively promote and encourage our children to:

- Develop their resourcefulness and initiative
- Respect others
- Build their confidence and self-esteem
- Be reflective in their learning and behaviour

It is important that we have a whole school approach to Feedback, which is clear to everyone including children, parents/carers, visitors and supply teachers

Aims and objectives of Feedback

Feedback underpins the whole assessment process. A common approach throughout the school will benefit record keeping and assessment procedures. This will enable teachers to make informed judgements regarding individual/group or class cohorts.

- Feedback is an important aspect of the contact between the teacher and the child.
- It is also a powerful monitoring tool for presentation, assessment, quantity and quality.
- Feedback shows that we value children's work and effort.
- It should be done with the child wherever possible.
- It should be a positive and developmental exercise and criticism should be constructive.
- As a school we value feedback. This can be written or verbal feedback.

Marking Guidelines

When marking children's work staff should apply the following guidelines:

- Some written work should be developmentally marked (marked in greater depth). This will take place once a week.
- All work should be marked either in greater depth, with a tick, with an indication that verbal feedback has been given or it has been initialled.
- Where work is developmentally marked, comments should generally relate to the learning objective.
- Developmental marking should contain at least one positive comment and provide an area for improvement. This is not necessarily in the form of a sentence, it can be through annotations.
- Work should not be over-marked.
- Written feedback should use the agreed Marking Codes (within a key stage).
- Marking should be neat and legible but a colour is not specified.
- Children should be given regular opportunities to reflect upon and respond to marking, orally and in writing.
- TLAs/supply teachers/PPA teachers should follow the policy and indicate if they have marked a piece of work with their initials.
- Teachers can personalise marking with stamps or stickers.
- Marking may be tied into our rewards system.
- Due to expectations for independent work, evidence gathering and DfE guidelines, marking in Year 6 may take a different form.

Marking Code EYFS & KS1

Symbols & Meaning

Write ABC if the word requires a capital letter

Draw  if a letter space is needed between words

Draw  if the sentence does not make sense and needs to be re-read

Draw  if a word is tricky to spell

Draw  if a full stop is needed

Draw  to praise a good attempt

Draw  for next steps

Marking Code KS2

Symbols & Meaning

©

circle the word that requires a capital letter.

Sp

underline the incorrect part of the word.

P

circle incorrect punctuation.

Write **/**

in the place/work to signify new line required.

Write **//**

in the place/work to signify new paragraph required.

^

Write

in the place/work to signify a word needs to be added.

Draw



under the word/phrase to improve.

I

Write

in the margin if the work is independent.

U

Write

in the margin if the work is unaided.

?

Write

next to the sentence if it makes no sense and needs re-reading.

VF

Write

in the margin if verbal feedback has been given.

What do we mean by unaided and independent work?

Unaided work is completed after the point of teaching without any further input. It can also be work completed after being given a prompt, such as a photo or title.

Independent work is completed without a teacher input. It can be self-initiated or can be a given task with no adult explanation or help.