



Feedback Policy

2018



1. Introduction

This school policy reflects the consensus of opinion of the whole staff. The implementation of this policy is the responsibility of all staff.

2. School Ethos

The school staff, governors, parents and most importantly, children, work together to create a caring and friendly atmosphere. We believe that this active partnership is vital to the life and work of the school. We are a school where we are all learning and it is safe to make mistakes and take controlled risks. Mistakes are forgiven, and seen as opportunities for improvement. This positive approach to school life spans all areas of the curriculum and all school activities.

3. Aims of the school

The broad aims of the school are:

- To enable the child to realise his/her potential through the acquisition and development of the necessary skills, concepts and knowledge
- To foster the intellectual, physical, aesthetic, spiritual, emotional, moral and social development of each child
- To provide an ordered, stimulating environment, which is meaningful in the context of children's experience
- To foster kindness and understanding between children and their peers in relation to differences of any kind – cultural, physical or intellectual
- To enrich experiences with the variety of culture, linguistic and social backgrounds within our school and its neighbouring community
- To foster good manners, self-discipline and awareness of the needs of others

4. Aims for the Policy

Marking and feedback to children, both written and oral, are important aspects of our approach to assessment. It should be used to recognise and praise achievement as well as identifying where children need more practice in order to deepen their understanding.

Our Policy aims to:

- to be consistent across the whole school in relation to the giving of feedback both written and verbal;
- to improve the quality of marking and give suitable pointers for improvement;
- to enable the best use of Assessment for Learning strategies when giving feedback:
 - in relation to Learning Outcomes (LO) and Success Criteria (SC),
 - providing pointers for improvement,
 - scaffolding such improvements,
- to provide a positive, affirming assessment of a child's work combined with challenge, where appropriate.

5. Aims for the children

- **PRAISE** - To encourage a positive attitude to work through acknowledging effort and rewarding achievement.
- **IMPROVEMENTS** - To give specific feedback on how to improve.
- **ENCOURAGE** – To develop self-reflection and self-assessment.
- **CHALLENGE** - To raise standards through setting improvements that motivate and challenge.



6. Feedback in English and other written work

Feedback should be linked to the LO.

- In KS1 all work should be identified as Independent/Teacher assisted/TA assisted. In KS2 it will be presumed that work has been completed independently unless stamped Teacher/TA assisted.
- Spellings – should be circled as appropriate and children given the opportunity to correct these at the bottom of their work. Children in higher KS2 should be using dictionaries to correct their own spellings.
- Identify up to 3 parts of the work where the child has clearly met the LO. This could be underlined or highlighted.
- Next steps should be provided at least weekly. These should be specific tasks for the children to complete.

7. Feedback in Maths

- In KS1 all work should be identified as Independent/Teacher assisted/TA assisted. In KS2 it will be presumed that work has been completed independently unless stamped Teacher/TA assisted.
- Questions should be marked with a tick if correct and a dot should be used to show incorrect answers.
- Children should make any identified corrections.
- Misconceptions should be addressed in the next lesson. This should be clear to see in books.

8. Other Subjects

- In KS1 all work should be identified as Independent/Teacher assisted/TA assisted. In KS2 it will be presumed that work has been completed independently unless stamped Teacher/TA assisted.
- All work should be acknowledged.
- Written work should be marked in line with English/Written marking expectations.

9. Verbal Feedback

Verbal feedback can be used to promote learning.

- An adult should stamp / initial the work where they have given verbal feedback. There may be evidence of some annotations where the adult has supported/scaffolded the work.

10. When will this policy be reviewed?

Each Autumn term in light of feedback during the previous year.

Approved at meeting of LGB dated 2nd October 2018