

**FEEDBACK POLICY**

**1. Rationale and Aims**

The purpose of this policy is to ensure that children have effective feedback in order to make progress. The ability and age of the child will affect the form and nature of feedback. However, all children will receive regular and constructive feedback on their learning. The Education Endowment Foundation highlights that it is well evidenced that providing feedback has a high impact on learning outcomes.

Evidence suggests that the most effective feedback is given during lessons so that children have the chance to respond to this and improve their work. There will not necessarily be evidence of this feedback in books but it will be evident in the exchanges between adults and children, children and children and the use of self-assessment in lessons. Feedback can be individual or it can be whole class feedback based on common misconceptions or errors. Children will show that they are responding to feedback through the improvements and corrections they make within lessons and the improvements in their work over time. Time will be given to the children to act on this feedback, either within the lesson or soon afterwards. Through adult and peer feedback and self-reflection, we encourage a Growth Mindset approach to learning.

Parents are informed of their children's next steps in learning through reports, which pupils take responsibility for writing certain sections of. Pupils then attend a Pupil Learning Conferences with their parents and teacher where they discuss their report.

Feedback is given to the children in order to:

- Show that we value their work, and encourage them to do the same;
- Boost their self-esteem and aspirations, through the use of praise and encouragement;
- Offer them specific information on the extent to which they have met the learning intention and success criteria;
- Provide constructive feedback in order to help the children improve their learning;
- Encourage the children to be reflective learners so they are able identify what they need to do to improve;
- Gauge their understanding and identify any misconceptions;
- Provide the on-going assessment that should inform future lesson planning;
- Provide a basis for both summative and formative assessment;
- Reflect on prior learning and make links and connections to new learning.

**2. Policy**

**Symbols**

In Years 1-4, adults will use pink green pens for marking. The following key explains the symbols that teachers may use when marking children's work.

Symbol	What it means
A	Adult support has given support. This will also signify that the adult has given the child verbal feedback.
I	The child has completed the work independently.
Pink highlighting	This shows success against the learning intention or success criteria.
Green highlighting	This shows areas for improvement against the learning intention or success criteria.
sp	Indicates a spelling mistake. The misspelt word will also be underlined.
ES	An effort sticker has been given to reward the child for exceptional effort.
1TP	One team point has been given to reward the child for good effort.

### **Feedback in books**

All work will have a learning intention. Success criteria will be used when applicable (usually subject dependent). Adults will use letter join handwriting when marking children's work. The independent writing books will not include written feedback but teachers may highlight areas in pink to show where the child has been successful in meeting the learning intention. Time should be taken in each lesson for children to respond to verbal or written feedback. For some children this may mean extending their learning further by completing a further challenge.

### **Spelling**

When we choose to recognise a spelling error we will write 'sp' in the margin and will underline the word. The teacher will then write the correct spelling at the end of the piece of work and the child will rewrite it three times. It is not possible or effective to correct every misspelt word. Teachers will correct a maximum of three misspelt words per piece of work and will focus only on keywords or spelling patterns which are appropriate for the age or ability of the child. Alternatively, children will be encouraged to use a word mat or dictionary to find the correct spelling.

When weekly spell checks are marked, up to three words will be written for the children to copy if they have not been spelt correctly.

### **Literacy**

#### **Writing**

Where possible, a copy of the learning intention and success criteria will be stuck next to the piece of work. When providing feedback we aim to deepen the level of children's knowledge, skills and understanding and useful comments are:

- A reminder prompt (e.g. 'What could you say here?')
- A scaffolding prompt (e.g. 'What was the dog's tail doing?'/ 'The dog was angry so...'/ 'Describe the dog's face')
- An example prompt (e.g. 'Choose one of these or your own: He ran round in circles looking for the rabbit/The dog couldn't believe his eyes')

### **Next steps in writing**

We use a range of strategies to encourage children to take their next steps in their learning.

In writing, this can include the use of:

- Uplevelling work
- Purple Polishing pens to improve work
- Pink and Green for adult, peer and self-assessment
- Must list/non-negotiables for each year group
- Writer's toolkit for each area of study/lesson

### **Pupil Conferencing**

Once a half term, teachers will carry out Pupil Conferencing with each child in their class. The teacher and pupil will look at a selection of the pupil's writing, including cross-curricular writing. The pupil will be encouraged to reflect on what they have done well in their writing and what things they need to do to improve it further. Three writing targets will be set and recorded in the children's writing target books. Pupils will be encouraged to refer to these targets whenever they are doing a piece of writing. The targets will be reviewed at the next Pupil Conference.

### **Reading**

When adults hear children read, either individually or in small groups, they will give verbal feedback which is linked to the individual child's next steps in learning. A record of their progress and next steps will be kept, as with other subjects, using our tracking system. If a pupil's reading scheme book is used on an occasion when they are heard reading individually, the page number reached will be written into their reading diary.

### **Mathematics**

Where possible, a copy of the learning intention will be stuck next to the piece of work (in the White Rose workbooks, the small step is already at the top of each page). If a child reverses the formation of a number the teacher may underline it, write it correctly at the bottom and get the child to practise their formation. It is important that misconceptions are addressed by teachers as soon as possible.

### **Early Years**

Verbal feedback is the most age appropriate form of feedback for our younger children. Teachers' verbal feedback will focus on the development of basic skills. Adults will model and will allow the child to practise that skill. This will be pitched to match the needs of the individual child. In both adult-led and child-initiated activities, adults guide the children in taking their next steps. This is often evidenced on Tapestry, our online learning journal.

### **Homework**

Maths and phonics / spelling homework will be acknowledged with a stamp and/or ticks. The termly Star Challenge will be assessed against the criteria set and children will receive a certificate with their score on.

## **3. Monitoring and Evaluation**

It is the responsibility of the leadership team and relevant subject coordinators to monitor this information. Subject coordinators are responsible for ensuring that all staff implement this policy.

## **4. Implementation and Review**

This policy will be made known to all staff, parents/carers and governors, and published on Gothic Mede Academy's website. Copies are also available upon request from the academy office. This policy will be reviewed two yearly or as required.

## **5. Author(s) and Date**

Written by:	All teachers May 2019, reviewed in October 2022
Person responsible:	Nicola Davis – Vice Principal
Ratified by governors:	December 2022
Review:	December 2024