

**FEEDBACK POLICY**

1. **Rationale and Aims**

The purpose of this policy is to ensure there is a consistent approach to feedback throughout the whole school. 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.

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. 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 and consultations and they are actively encouraged to discuss these with their children and support them to improve against these.

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.

2. **Policy**

**Symbols**

Teachers will use pink green pens for marking. The following key explains the symbols that teachers may use when marking children's work.

<b>Symbol</b>	<b>What it means</b>
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.
<b>Pink highlighting</b> (Tickled Pink)	This shows success against the learning intention or success criteria. Teachers will highlight success criteria when the child has met it.
<b>Green highlighting</b> (Green for Growth)	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 excellent effort.
1TP	One team point has been given to reward the child for good effort.



### **Feedback in books**

Adults will use letter join handwriting when marking children's work. They will endeavour to give written feedback at least once a week in Maths and English books. 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.

### **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

#### **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.

# GOTHIC MEDE ACADEMY

## FEEDBACK POLICY



### Mathematics

Where possible, a copy of the learning intention and success criteria will be stuck next to the piece of work. 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.

If a child has used resources to support their work in maths, this will be noted by the child or an adult next to the work.

### Early Years

Verbal feedback is the most age appropriate form of feedback for our younger children and is therefore our most used form of feedback. For writing activities, teachers' feedback will always focus on basic skills such as finger spaces, letter formation and full stops. Depending on the child's ability, they will be asked at the time to make the necessary corrections or practise the correct letter formation (maximum of two letters per piece of work). In both adult-led and child-initiated activities, adults guide the children in taking their next steps.

### Homework

All homework will be acknowledged with a stamp and/or ticks.

### **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:	Teachers May 2019
Ratified by governors:	July 2019
Review:	July 2022