Feedback Policy

Frieth C.E.C. School

Date implemented : June 2012

Member of staff responsible; Curriculum Lead 2 (Assessment)

Governor responsible: Curriculum Committee

Headteacher's signature ……………….J Reid…………………………………………………………

Chair of Governor's signature ………………N Brown……………………………………………….

Review date:	September 2015	signed:	J Reid	date: 10/09/16
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Review date:	June 2018	signed:	J Reid	date: 18/06/18

FEEDBACK POLICY

Introduction

We believe that constructive feedback helps raise standards. Feedback (written or verbal) makes tracking of learning objectives for pupils on a day-to-day basis manageable and feeds into the next cycle of planning for teaching. Equally it is an essential tool in both 'assessment of' and 'assessment for' learning. It is also a very effective medium for ensuring children are aware of their progress and how they can improve.

Aims

- To raise the achievement and self-esteem of children by providing them with prompt, regular and diagnostic feedback about their work to enable them to make progress.
- Teachers and children will be clear about the learning objectives of a task and the criteria for success.
- Teachers will provide constructive suggestions about ways in which the child might improve his/her work and will set targets sometimes verbally and sometimes in writing.
- Children will be given time to act upon feedback and sometimes the opportunity to comment on their own work before handing it in or discussing it.
- Teachers will follow up the agreed targets with the child to see how far they have been achieved.
- Teachers will recognise effort as well as quality.
- Teachers will use informed marking together with other information, to adjust future teaching and learning strategies.
- Marking and feedback should help parents understand strengths and areas for improvement in their child's work.

Strategies

Each piece of work produced by the child at school or for homework should be marked by the teacher, classroom assistant, pupil or another pupil. This may be done in several different ways:

1) Verbal feedback may be done as a class, group or individually. Work should be marked with a 'V' or with a verbal feedback given stamp.
2) Not all pieces of work need to be 'quality' or 'focused' marked - some marking may focus on a particular area, e.g. spelling, grammar or purpose and organisation
3) Stamps will be used for non-developmental marking and to show where learning objectives have been achieved.
4) Highlighters will be used to guide pupils in their own self editing – pink for spelling – yellow for edit and improve/correct

5) Quality/focused marking should focus on the learning objective already established. They should be positive in overall tone. Indicating, when appropriate children's targets that have been previously shared. They should be personalised, i.e. use the child's name.

6) Reference should be made to 'individualised learning objectives' which should be linked to School Provision Maps.

7) When assessing their own work children are encouraged to use a range of appropriate strategies that may include use of: traffic light system, smiley faces, thumbs up/down. Equally this provides vital feedback for teachers in assessing their own effectiveness in delivery of an objective.

8) Peer assessment is encouraged specifically to develop children's knowledge and understanding of the learning objectives. At all times children are encouraged to give positive and constructive feedback to their peers.

9) Children will have opportunities edit and self mark their work. Once again to support their understanding of a learning objective and to develop the ability to self-assess and monitor their own progress.

10) Work will be marked in the following colours:

       Teachers – Green
       Teaching Assistants - Black
       Supply Teachers – Purple
       Children – writing pencil or coloured pencil

11) These marking codes will be shared with all pupils at the beginning of the year and kept in books.
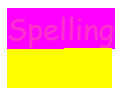
Marking Code

Numeracy

Work is marked:
.   indicates incorrect work
√   indicates correct
√c   indicates corrected

Highlighters

Spelling   spelling mistake

      edit, improve or correct

When the teacher considers pupils are ready for a coding system the following codes will be used or the relevant stamps:

        I   independent
        S   supported work
        V   verbal feedback

In addition at Key Stage 2 and where appropriate in KS1 these symbols are used:

*	indicates a positive feedback
Ch	indicates a challenge
NIW	now I will
⇨	Next steps

These codes are shared with the children and all teaching staff.

<u>Monitoring and Evaluation</u>

The monitoring of this policy will be the responsibility of the Assessment Co-ordinator and Curriculum Leads as follows:

- When appropriate the Headteacher and Curriculum Leads undertake the work sampling of their subject.

<u>Policy Review</u>

This policy will be reviewed annually.
It is available on the school's website for parents and prospective parents and forms part of the information pack given to all new parents to the school.

Friday 27th May 2016