



## **Feedback policy**

### **Introduction**

The purpose of providing feedback to children is to further their learning and ensure that we can effectively monitor their progress. Marking complements and assists teaching and learning and serves as a tool for assessing individual performance. The best feedback, whether it is written or verbal, will give children a clear sense of how to improve, with children responding and making progress as a result. This policy has been created in order that the children experience a common approach in marking. Symbols and marks should be used consistently throughout school to feedback in order that the children can easily understand what they need to do to improve their work and move their learning on.

### **Feedback Guidelines**

#### **The nature of feedback:**

Feedback should be constructive and make a difference. It can be written or verbal.

#### **The aims of feedback from the teacher:**

- Assist learning and move children's learning forward
- Celebrate successes
- Show that we value children's work and encourage them to do the same
- Encourage, motivate, support and promote positive attitudes and raise levels of self-esteem
- Give a clear general picture of how far children have come in their learning, and what the next steps are
- Offer children specific information on the extent to which they have met the lesson objective, and/or the individual targets set for them
- Provide a basis both for summative and for formative assessment and inform individual tracking of progress
- Promote higher standards and clear up misunderstandings and misconceptions.
- Recognise achievement, presentation
- Gauge children's understanding and effort
- Provide the ongoing assessment that should inform future lesson planning
- Develop self-assessment, whereby children recognise their difficulties and are encouraged to accept guidance from others

- Promote peer assessment and to share expectations
- Encourage dialogue and to allow pupils to reflect on their past performances and to set new targets together with the teacher.

#### The aims of self-marking by the children:

- To encourage independent learning through self-checking
- To build resilience and to develop positive attitudes towards their own learning
- To be more critical in their approach to their work
- To aid teacher assessment
- Using checklists to help children know how they can improve their work
- Using peer marking to develop editing skills

#### Practises and Procedures

##### **Feedback provided by the teacher:**

###### **Verbal**

This means discussion of work and direct contact with the child. It is particularly appropriate with younger, less able or less confident children. Such an exchange may be accompanied by a written mark or comment.

###### **Written**

This means notes or comments with the use of symbols (please see list of symbols below). Marking should serve as a permanent record for the child, teacher and parent. These should include specific improvement suggestions focusing on;

- The effort made and the strategies used
- The qualities of the child's work
- Specific ways in which the work can be improved e.g. use of a scaffolding comment
- Improvements that the child has made compared to his/her earlier related work

##### **Marking done by the child:**

###### **Verbal**

This means contact with an adult or another child. Through discussion and exchange or comments the child is able to amend, correct or enhance work. Children are encouraged to read their work aloud, either to themselves or to talk partners in order to make improvements.

###### **Written**

This varies with the development of the ability of the child. Young and less able children would not be expected necessarily to re-write their work. Independent writers will draft, self-check and edit their work for the teacher to mark. Checklists and scaffolding may be used to support the child in identifying areas where improvements can be made. Any relevant mistakes not identified by the child will be highlighted by the teacher so that further corrections/improvements may be made. Across the school there is an expectation

that children edit and improve their work, recognising that the first draft attempts can be improved upon.

### **Corrections**

Not every mistake will be corrected. To correct everything is seen as counter productive to child motivation. The point of teacher written correction (as opposed to written comment) is to point out to children their mistakes so that they can correct them and learn from that correction. Corrections should link to the learning objective/success criteria. However, other non-related errors that a child consistently makes should also be corrected as appropriate. For re-draft and display purposes children's work may be copied out, spell checked and amended to produce a 'final' copy, but there would normally be an earlier draft available. There should be examples of children's independent work so that a true picture of performance is evident to teaching staff, children and parents. The marking of written work will vary with the development of the child. At an early stage most marking will be verbal. As children develop they are encouraged to become more independent and use check lists/wordbooks. Marking will then take the form of correcting and commenting on finished pieces. Independent writers will draft and self-check their work for the teacher to mark.

### **Giving children the time to make improvements**

Feedback is only productive and children can only learn from it when they are given time to respond to the teacher's comments and make further necessary improvements to their work. Time is given for children to review their work in light of the comments made, either with the teacher or with a partner.

### **Recognition of Achievement**

Children are encouraged to celebrate one another's achievements within class groups and within special assemblies. Achievement is also recognised by sending the child to the head teacher or other teachers for praise.

### **Assessment**

Feedback forms an integral part of the assessment of all subjects within the National Curriculum – see Assessment Policy.

Some of the symbols used in feedback throughout your child's journey at The Colleton

I	Independent work
S	With support
C	Correction
SP	Spelling
T	Target
WF	Writing frame
NS	Next steps
o	Circle to show missing punctuation
Wiggly line	To show if writing needs checking for sense or grammar

Ticks or smiley faces	Show achievements and understanding
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