

Repton Primary School Feedback Policy

Rationale:

Our Feedback Policy is based on the principles that:

- children have the right to have their work acknowledged, to be given feedback on their achievements and to be given advice for their future learning
- feedback informs all participants in the learning process of the progress made and feeds into the next cycle of planning for teaching and learning
- regular marking keeps the teacher in tune with the individual needs and abilities within the class and helps to raise standards.

Teacher feedback is only effective if:

- it informs both the child and the teacher of what has been achieved and what needs to happen next
- the child has an opportunity to read/respond to the marking/Teacher to then acknowledge response by a **tick/comment on response**
- it is informing the teacher of learning needs which can be incorporated into future planning.

Remember that:

- feedback is most effective in discussion with the child –**Teacher to write VF in margin/end of work**
- children should be given planned time to read/reflect on/respond to feedback
- effort should be acknowledged alongside achievement.

Who is involved?

Leadership Team: monitoring and evaluation, providing support, modelling of good practice, and ensuring the policy is shared with Supply and Trainee Teachers.

Class Teachers: good practice of feedback in a variety of forms, providing opportunities of self and co-operative assessment (SI with another child), and ensuring additional adults follow the policy.

HLTAs: giving written feedback in line with the Learning Intention and commenting on assistance given.

Teaching Assistants: using initials/symbols as indicated

Pupils: responding to feedback, self and co-operative assessment to improve their own work.

Guidance

All pieces of work in books should be acknowledged in line with the whole school agreed approach.

All feedback should be directly linked either to the Learning Intention and Success Criteria for the lesson, or curricular target.

Feedback will take the form of:

- use of agreed whole school initials or picture symbols in YR &Y1
- highlighting success against the Learning Intention or Success Criteria
- verbal or written feedback during the lesson (verbal comments noted)

Repton Primary School Feedback Policy

- written feedback after the lesson.
- **Use of Highlighter** **Green** for achievement
 Orange for improvement
 Pink for if LI not met

If a child has achieved the Learning intention for the lesson, the initials LI must be highlighted in **green** or **orange** or **pink** as appropriate.

Written feedback (improvements) below the work will be indicated with a T (target) eg:
 Remember to use capital letters for proper nouns, a scaffolded prompt or an open question specifically related to the Learning Intention to think about next steps.

Agreed Feedback Initials – Y2-6 (Picture symbols – YR/1)

Initials which reflect	Initials which reflect how feedback has been given	Initials which reflect assessment for learning	Initials which reflect whether child received specific guidance/ support in the session
Spx3: spelling (sp often in margin) CL: capital letters P: punctuation A: missing word 1Hp: house point	Vf: Verbal feedback	SI: Self-improved SI: Self-improved with.....	I: Independent T: Teacher TA : Teaching Assistants/HLTA ST: Supply Teacher/student/HLTA

Identify spellings that are linked to the spelling rule/ pattern/ focus currently being worked on or the child should know. Limit to no more than **3** words being identified for improvement in any one piece of work. Children to practise identified spellings 3 times next to Sp under target or in margin.

Not every error needs to be corrected by the teacher, but persistent errors should be commented on, and incorporated into further planning.

Self-improvement and Feedback with peers

Self-improvement and feedback with peers have a key role to play in effective feedback. They empower children to take control of their learning. Within lessons children should have opportunities to assess their progress (or that of others) against agreed success criteria. The need for clear modelling and training of children in how to co-operatively and self-evaluate work meaningfully should occur and time planned into lessons to make improvements.

Some successful self-improvement and co-operative feedback strategies used by teachers will include:

- *2 stars and a wish/ 1star and a wish (YR)*
- *thumbs up / thumbs down*
- *happy/ straight/ sad face*

Repton Primary School Feedback Policy

Pupil Response to Feedback

Children must be provided with an opportunity to make a response to improvement suggestions, which then needs to be followed up by the teacher (or additional adult) using a tick or by making a brief comment if needed.

Where work, through self-improved feedback, is being improved/edited within the main body of the text, the child must use a different coloured fibre-tip pen eg: purple. Any other improvements, written separately away from the body of the text, following feedback, will be written in child's pencil/pen.

Expectation

There should be a fair balance of teacher and child feedback in all books

In **English** and **Maths** each child must have:

- at least one piece of work with detailed written feedback or a Target (Maths) every week
- at least one piece of Self-improvement feedback every week.

In **Extended Writing**

- all extended writing work must have detailed written feedback when the piece is completed
- Teachers to add extra comments if needed part way through work or after first draft (eg post-it notes)
- Supply/ Cover/ Trainee teachers need to provide feedback in line with the Policy and initial all work

Ways of Sharing/Celebrating a Child's Success

- openings of lessons, plenaries and use of visualiser/lpads
- mid- lesson learning stop e.g. Why is this a good piece of work? How does it meet the success criteria?
- Celebration Assembly
- Display

Monitoring

Feedback will be monitored by the Senior Leadership Team, through taking in samples of books and lesson observations.

Reminders

Adults' handwriting needs to be legible, modelling the school's agreed letter formation and joining. Adults should model for the child and write in a contrasting colour to the child's work. Teachers need to be mindful of some pupils' individual needs regarding the use of the highlighters.

Reviewed by Governors: _____