

Holy Trinity Pewley Down:

A Federation of

Holy Trinity Church of England Junior School and Pewley Down Infant School, Guildford

Feedback Policy

OPENING STATEMENT

Verbal and/or written comments on children's work are an integral part of the learning process. Feedback also serves as an important aid to the assessment and evaluation of individual children.

AIMS

Through feedback we aim:

- To encourage and motivate the children.
- To enable children to become more reflective and responsive to marking, about the standard of their own work and to identify, with guidance, their next steps, moving their learning forward
- To help children to improve the standard of learning and skills.
- To record and monitor the progress and development of each individual child and to inform future planning.

OBJECTIVES

We achieve our aims by:

- Giving positive feedback and response marking.
- Providing constructive criticism and discussion.
- Recording achievements and evaluating progress.

PURPOSE OF FEEDBACK

- To allow children to feel that work is seen and appreciated by their teacher and other adults
- To encourage and motivate the children by use of comments, marks, stamps and rewards
- Response marking enables children to move their learning forward
- To identify strengths and highlight mistakes relevant to the objectives set so that children understand how and what they need to improve
- To enable the teacher to monitor understanding and inform planning
- To allow the teacher an opportunity to identify specific needs and set targets for individuals, groups and the class and plan accordingly
- Through the use of self-assessment and peer marking, children are encouraged to reflect on the standards of their own and others' work
- Steps for success enable feedback to be linked to the learning objective and facilitate a conversation between the teacher and child

PRACTICE OF FEEDBACK

- All work in books and homework will be acknowledged.
- Children should be encouraged to self-correct by re-reading (aloud or silently) to look for errors in grammar or content. Children will also give feedback to each other. Hearing their work read aloud to a class or group can encourage children.
- The ability of the child needs to be considered when work is marked so that different emphasis can be given. Over-marking can be very depressing.
- Marking work when the child is with the teacher is a valuable experience as so much more can be explained to the individual.
- Efficient methods of hot marking and self-marking are utilised to ensure that the burden of marking is not excessive.
- Mistakes, particularly in maths, are identified sensitively and correct components are also positively identified.
- Response marking should take place at least once a week in maths and once per independent writing task in English (depending on the task, again, usually weekly.)

- Year teams identify appropriate methods for marking and assessment as part of the weekly planning discussions.
- At Foundation Stage and KS1 work that has met the learning objective is shown using purple pen. Next steps are identified by green pen. The children learn to explain how feedback works using the characters, Mr Proud and Little Miss Grow.
- At KS2 next steps are written and children are given tasks or questions that move their learning forward (NS is written). This work is done in green pen.
- At the juniors a range of self-assessment strategies are used to identify the children's response to their own learning (eg smiley faces, traffic lights, comments)

SUGGESTED CODE FOR CORRECTING ERRORS

EYFS/ KS1

- NS Next Step
- I Child worked independently on work set by an adult
- CI Child initiated work
- S Support given by an adult

- LO ticked Learning objective achieved
- LO with B Beginning to understand
- LO with S Achieved with support

KS2

- Spelling error – corrected or underlined (with an emphasis on children being able to identify and correct their own spelling errors as they move up the school)
- Missing punctuation – circled or noted in the margin
- New paragraph – //

Feedback to parents

Our aim is to work in partnership with parents so that together, we can enable all children to reach their full potential. Informal feedback may be given by phone or email or in person. There are two more formal consultation evenings in November and March that enable an in depth discussion about the child's progress. These take place with the child and parent/s from Year 3 upwards. There is also a more informal open afternoon in July where parents are invited to view work, and there will be opportunities for an informal chat with the class teacher. Obviously, an appointment can be made to speak to a child's class teacher at any time of the year.

Authors of this policy: Senior Leadership Team

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Signed:

Clare Brunet, Headteacher