



Feedback Policy

Reviewed :September 2018

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Introduction

Providing feedback whilst teaching is crucial as it provides the appropriate level of challenge. This strategy guarantees that teaching time is effectively used whilst making certain that the needs of each child are met during the lesson.

Verbal feedback

All lessons should include verbal feedback to maximise progress. During the lesson, misconceptions should be identified and teachers will model clear expectations enabling children to make corrections promptly.

Verbal feedback may be evidenced in worked examples and the simple, child friendly colour and letter codes outlined below.

Written feedback

Marking does not need to be extensive. If marking does not add value to the pupil's development, it is ineffective. Written feedback does however require a consistent approach across the school:

- Teachers use red pens to provide children with praise.
- Teachers use green highlighters to indicate areas upon which they would like pupils to improve upon or correct.
- Children use green pens to respond to feedback.
- Most editing and corrections should be completed during the lesson. If required, pupils are allocated 'fix-it time' in the afternoon or the following day to edit and/or correct their work.

Feedback codes are used to inform children about their progress. The codes below are displayed in the classroom and support teachers and pupils in identifying next steps.



Feedback codes



You have achieved your learning challenge



You have almost achieved your learning challenge but you have made some errors



You have not met your learning challenge and an adult will help you.



This highlights that evidence of steps to success have been met in writing tasks.



This highlights misconceptions or errors for children to fix.



Teacher/TA modeling or intervention



Great work!



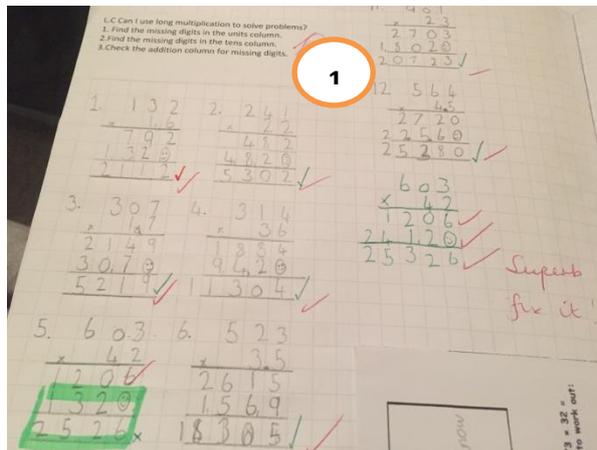
Verbal feedback given

Feedback in Mathematics

Marking in mathematics does not require a written comment, comments can be written at the teacher's discretion.

Next step

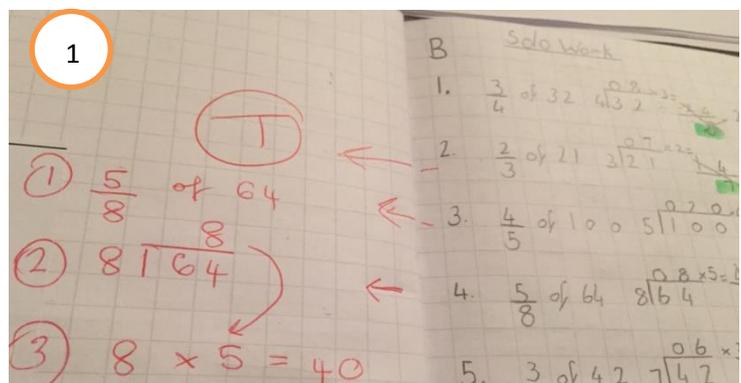
If children have not fully met their learning challenge by the end of a lesson, teachers should provide intervention before the next lesson.



This example shows how green highlighter has been used to identify a mistake and the pupil has responded appropriately.

Sometimes pupils will misunderstand the learning challenge ; marking during teaching time would inform the learner or facilitator of this misconception and intervention would be given. However this intervention may not always be possible. In this situation teachers should not focus on the numerous errors, instead teachers should arrange intervention in a small group or one to one to provide further modelling.

This example shows how a teacher has provided additional modelling at the beginning of the child's SOLO work. This intervention enabled the child to understand their errors and make good progress in the lesson thereafter. As a result of verbal feedback, the child may still achieve a 1 if they have successfully acted upon it in the lesson.



2

This will be used when a pupil has had some success however they are not secure and may need to 'fix' some of their errors.

3

This will be used when a pupil has not met the learning challenge and needs further intervention before they move on in their learning

Feedback in Religion, Writing and Writing Journals

At St Mary's pupils complete one 'big write' on a weekly basis. This writing should be produced in their writing books where possible and if not a sticker should provide reference to the location of that writing.

When marking writing, teachers should review the learning challenge and mark the work in accordance with the steps to success. Whilst it is tempting to mark every misconception in a piece of writing, this is not necessary. No more than five mistakes should be addressed. That being said, misconceptions such as handwriting or spelling should not be ignored in favour of marking strictly towards the sticker. If a child is making constant mistakes with a certain spelling or handwriting, teacher judgement should be used accordingly in order to help address misconceptions. Teachers should provide verbal feedback to pupils to ensure that the same errors aren't frequently repeated.

A written comment may be appropriate to celebrate the child's effort and commitment to a piece of writing but this does not need to be extensive.

1

This will be used when a pupil has met their learning challenge, allowing for minor errors in accordance with the year group expectations.

2

This will be used when a pupil has had some success with their learning challenge but have accessed further teacher modelling to improve errors and are not yet independently secure.

3

This will be used when writing, handwriting and spelling have been completely supported.

Feedback in Science and Foundation Subjects

Red pen and green highlighter should be used to feedback in the same way as detailed above. All work should be marked with a focus on whether the learning challenge has been met and whether the steps to success have been followed.

Grammatical errors in accordance with the year group expectations should always be addressed where possible.