	Swaythling Primary School
	EFFECTIVE FEEDBACK POLICY
Date Approved:	5th December 2017	
Revision Date:	December 2019	
Author/Owner	Swaythling Primary School / Full Governing Body	

Rationale

Feedback is an integral part of assessment. We provide a system of feedback that is consistent and progressive across the school. It informs planning, is diagnostic, and enhances children's learning by providing guidance on how work can be improved. Effective feedback enhances self-assessment when a child can recognise difficulties and mistakes, and encourages them to improve the quality of their work. We feedback positively whenever possible to enhance self-esteem and confidence. Feedback is also used to inform parents, inspectors and other interested parties.

When is feedback effective?

Feedback is effective when learners understand what they have done well, what their next steps are and how they can be achieved.

Purpose

- To assist learning
- To provide information for assessment
- To encourage, motivate, support and promote positive attitudes
- To inform planning
- To promote higher standards
- To correct errors and clear up misunderstandings
- To recognise achievement, presentation and effort
- To provide constructive feedback
- To show pupils that we value their work
- To allow pupils to reflect on their past performances and to set new targets together with the teacher.

Principles

Each piece of work will require some form of response. This may include:
- Verbal feedback with the child which will be indicated in books by a 'VF'
- Written feedback for the child
- Self-assessment/feedback
- Peer assessment
- Conferencing with a child or group

Principles of Effective Marking

Effective marking should:
- Be manageable for staff
- Be positive, motivating and constructive for children
- Be at the child's level of comprehension
- Not penalise children's attempts to expand their vocabulary
- Be written in handwriting that is legible and a model for the child

- Allow specific time for the children to read, reflect and respond to marking
- Involve all adults working with children in the classroom
- Give children opportunities to become aware of and reflect on their learning needs
- Give recognition and appropriate praise for achievement
- Give clear strategies for improvement
- Involve children in the same process (whether oral or written), to ensure equity across subjects and abilities
- Provide information for the teacher on the success of the teaching
- Relate to the learning objective/success criteria of the work set, e.g. science should be marked mainly for the scientific content.
- Be consistently followed by teachers and TAs across the school in line with the Effective Marking and Feedback strategies listed below
- Use the agreed Marking Code (See Appendix 1) to correct errors that go beyond the learning objective
- Positively affect the child's progress.

Effective Marking and Feedback Strategies

The following strategies are used to mark, assess and provide feedback. Children will include the learning objective and date with every piece of work and a level of support will be identified.

Verbal Feedback

This means the discussion of work and direct contact with the child. A discussion should be accompanied by the appropriate marking code symbol in the child's book or remark to serve as a permanent record for the child, teacher and parent. In some cases it may be helpful to add a record of the time taken and context in which the work was done. A VF symbol should be used to acknowledge verbal feedback has been given.

Peer Marking

From KS1, children support each other and give feedback on learning and achievement. Children act as response partners and peer mark work. Children are trained to peer mark, and ground rules are set and displayed, such as listening, confidentiality. Children should first point out things they like, then suggest ways to improve the piece, but only against the learning objective or success criteria. Children highlight evidence of success or write a comment(s) in another child's book in green ink. They put their name by the comment.

Quality Feedback Comments

Personalised Quality Feedback Comments are used frequently in all subject areas to extend learning and are differentiated appropriately. The emphasis of marking is both on success and opportunities for development against the learning objective. 'Correct' work can be in pink and areas for development can be highlighted in blue, with a corresponding sometimes with a written prompt or followed up in discussion. A focussed comment helps the child in "closing the gap" between what they have done and what they could achieve.

"Closing the Gap" comments are:

Example	How this could be recorded
Consolidation	Give an example question from the lesson for the child to complete. *'Complete this question: 125 + __ = 200*
Reflection	Use questioning to encourage a child to reflect on their own achievements. *'What do you feel you've achieved the most today?' Which is the best word you have used in your writing today? Why?*
Next steps	If the child has shown that they can solve numbers facts, can they use these to solve other number problems? *'If 5 x 4 = 20, what would 50 x 4 = or 50 x 40? What could you do next time to achieve your targets?'*
Reading Comprehension	Ask a reading comprehension question. *'Why do think that the main character felt the way they did? What would you have done in their situation?'*
Proof reading	Challenge the child to go back and find/think of better examples. *'I have circled some verbs in blue; please replace them with better examples.*
Corrections	Give children the opportunity to correct incorrect answers. *When subtracting on a number line – Count forwards on your number line. Show me where you went wrong.*
Challenge	Offer a challenge. *'As you can multiply 2 x 1 digit numbers, have a go at this question – 134 x 3=*

Time is then given for the child respond to the written prompt, thus enabling them to 'close/ bridge the gap' and improve their work further.

Rewards

These will be in accordance with our behaviour policy.

Ratified by Governors:		
Date: 05/12/2017	Signed by Chair of Governors	
		Dr N Gibbins

	Signed by Headteacher	
		Mr J Draper

Appendix One

<u>**KS 2 Marking Guidelines**</u>

<u>**Guidelines**</u>

Whilst accepting that written marking of work has to be tailored to meet the abilities and ages of each child and the subject being marked, we do believe that a common framework is helpful.

The appropriate code will be displayed in every classroom so that all children are aware of the meanings of the various markings. Children will be reminded on a regular basis the meanings of the code and that a response is expected.

<u>**KS 2 Marking Symbols**</u>

<u>**Spelling, Grammar and Punctuation**</u>

Sp   Spelling error (Teacher to write the correct spelling and child to practise

Tense Incorrect tense

^   Omission

//   Start new paragraph
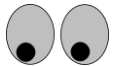
    Have a look at the incorrect answer – child will attempt to correct the mistakes in next lesson

O   Punctuation error

√   Correct

LO √   Learning Objective achieved

?   Does this make sense?

VF   Verbal feedback given

☺   Acknowledges a particular success (e.g. using effective description, the right vocabulary etc.). An elements of the LO or Success Criteria that has been achieved. (Red/pink pen)

→   Next steps - Children know how to improve their work (Blue pen)

I   The work was completed independently

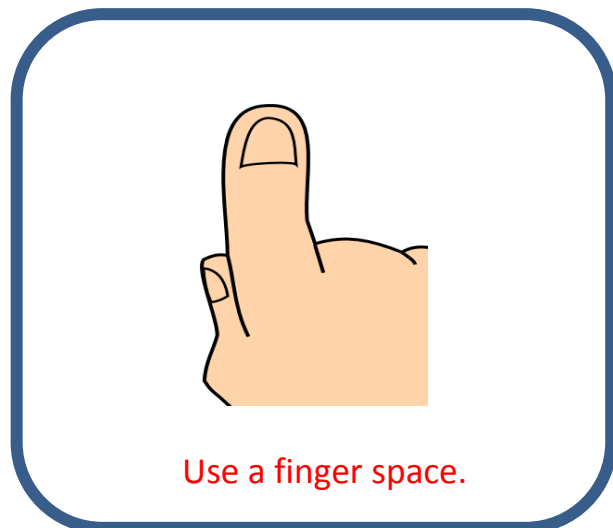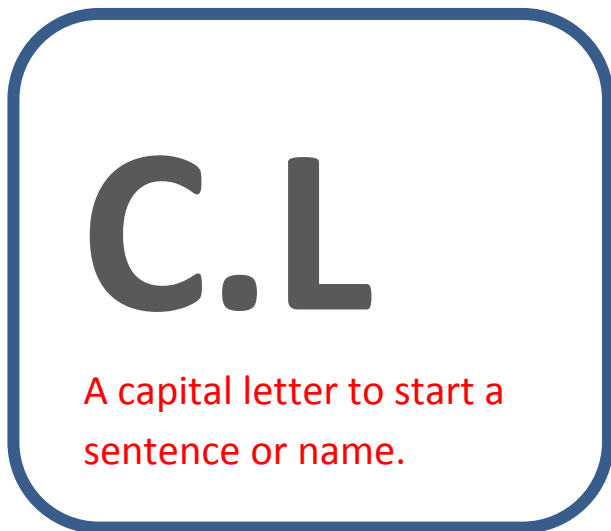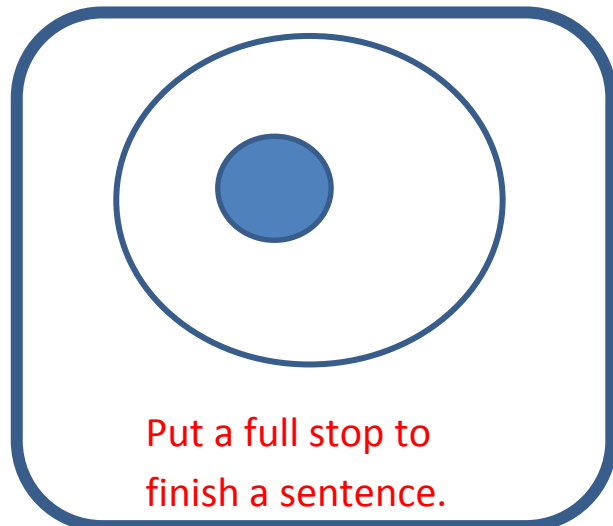G   The work was completed with guidance from an adult

<u>Appendix 2</u>
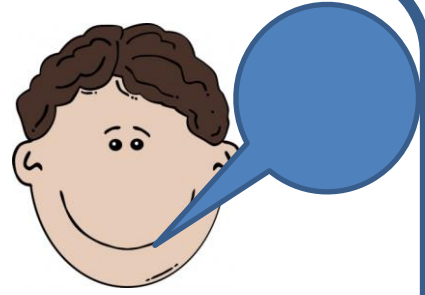
EYFS and KS1 marking symbols

Whilst accepting that written marking of work has to be tailored to meet the abilities and ages of each child and the subject being marked, we do believe that a common framework is helpful.

The appropriate code will be displayed in every classroom so that all children are aware of the meanings of the various markings. Children will be reminded on a regular basis the meanings of the code and that a response is expected.

Say it, write it.

Put a full stop to finish a sentence.

C.L

A capital letter to start a sentence or name.

Use a finger space.

Letters on the line.

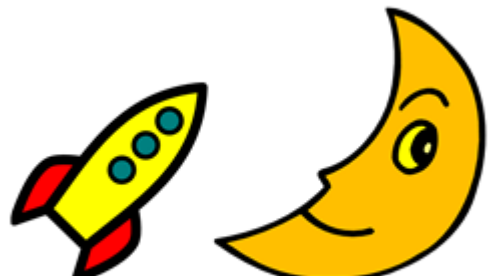Say it, write it.

? !

Finish a sentence correctly.

I can read this.

Chop up the word

Copy this.

Use the whole line.