

Feedback Policy

The purpose of feedback and assessment

- a) to inform the teacher of a child's attainment and therefore to inform future planning
- b) to inform a child of how well they have done and what they need to do next
- c) to motivate a child through celebrating success

Principles:

- There is a consistent and manageable method of feedback, assessment and pupil response throughout the school.
- Work is assessed promptly and feedback given as close as possible to the time of the work being completed, including within the lesson.
- All adults working with the children are involved in giving feedback.
- Children are given opportunities to respond feedback and to make improvements to their work.
- Clear strategies for improvement are given.
- Feedback and assessment are used to inform future planning and target setting.

Work is assessed and feedback given in a variety of ways:

- Live feedback within a lesson
- Small-group and one-to-one conferencing after a lesson
- Distance written feedback after a lesson
- Whole class feedback
- Self- and peer-assessment

Live feedback within a lesson

- Live marking allows a teacher to check that each child has the correct level of challenge: misconceptions can be identified and addressed, small errors corrected and additional stretch can be given where appropriate.
- Live marking is time-efficient and reduces the need for distance marking at the end of the day. This in turn frees up time to plan for the next day.
- Live marking can be written or verbal
- If a child has needed help within the lesson, the adult giving the help will indicate this by initialling the work. This will support the teacher's summative assessment at the end of each term.
- Where verbal feedback has been given, this is recorded in children's books, either by the adult (VF: finger spaces) or by the child (I spoke to my teacher and we agreed that I need to use more conjunctions). Pre-printed stickers (*I spoke to my teacher and we agreed that...*) can be used for this.

Small-group and one-to-one conferencing after a lesson

- A conversation with a child or group of children about their work can be more effective than written marking as both adults and children develop an unambiguous shared understanding of the next steps.
- Conferencing sessions are recorded in children's books in the same way as live verbal feedback (see above).

Distance written feedback

- When immediate feedback cannot be given, work is assessed later to inform future planning and provide feedback to children.
- Teachers exercise professional judgement about the level of written marking that is required. This varies according to age group, subject and task.
- Lengthy written marking is not a proxy for effective feedback.

Whole class feedback

- This works when similar feedback can be given to the whole class: a common misconception or shared next step.
- Whole class feedback is also helpful to model the feedback process and support self- and peer-assessment. Marking one piece of children's work as a group/class also teaches particular points at the same time. Another strategy is to show two pieces of work with the same title, and discuss their differences.
- After this, children then mark against a checklist (written or oral) of requirements such as features of a genre or a good descriptive sentence.

Self-marking

- Children mark their own work in purple pen and have opportunities to correct as they go along.
- Children are given answer sheets or use Success Criteria to ensure accuracy of marking.
- When self-marking, children include a reflective comment on their work. Eg *'I remembered my capital letters and full stops. Next time I will try to use more adjectives', 'I can add fractions when they have the same denominator'*.
- When work is self-marked, teachers will look at all books to check for accuracy and plan next steps for individuals and groups of children.

Peer-marking

- Children mark a friend's work using purple pen, using answer sheets or Success Criteria.
- Children give feedback verbally. This is recorded by the child receiving the feedback. *'My friend said that I need to remember commas after fronted adverbials.'*, *'My friend said that I need to remember that taking away makes numbers smaller.'*
- The child receiving the feedback also records who has marked their work.
- When work is peer-marked, teachers will look at all books to check for accuracy and plan next steps for individuals and groups of children.

Written Marking: Maths

- Work is marked in green pen with comment – tick successes rather than highlight
- Errors indicated with a dot
- Next step task indicated with an arrow at the bottom of their work
- [star] Indicates excellent piece of work - all correct
- [smiley face] Indicates good piece of work - most correct