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### Capture

**IDE HILL CHURCH OF ENGLAND PRIMARY SCHOOL**

**FEEDBACK POLICY**

**REVIEWED:FEBRUARY 2019**

**REVIEW DATE: FEBRUARY 2022**

This policy is subject to review and evaluation by the Headteacher and Governing Body.

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| Signed by Louisa Hillman, Headteacher |  |
| Signed by Anne Fletcher, Chair of Governors |  |

*Nurturing all God's Children*

**Purpose :**

The purpose of this policy is to make explicit how the teaching team mark children’s work and provide feedback. All members of staff are expected to be familiar with the policy and to apply it consistently. We also have an expectation in each year group, that children understand and use the marking codes that are set out on page 4. The teaching team consists of teachers, teaching assistants (TAs) and any other specialist teachers employed by the school and/or LEA.

It is important that the teaching team provides constructive feedback to children, both written and orally, focusing on successes and improvement needs against learning intentions (WALT). This enables children to become reflective learners and supports them in closing the gap between their current and desired performance, in line with national standards.

**Principles:**

At Ide Hill CE School, we believe that feedback should:

* Be meaningful and constructive to the child
* Be manageable for both the child and the teaching team
* Highlight areas for development / improvement / correction thereby enabling the child to identify clear ‘next steps’ providing motivation for learning;
* Inform future planning of lessons;
* Be relevant – sometimes marking is not necessary.

**How and when to provide feedback**

* When possible, marking should take place in the presence of the child. This is recognised as the most effective, empowering feedback.
* Written feedback may be given away from the child however, it is then our expectation that time be built into a lesson for the child to read and respond to the comments in a meaningful way.
* Ideally, feedback will be provided to enable a child to complete a piece of work before progressing to the next WALT so that a child can use their feedback to extend their learning.
* All pieces of work will be clearly labelled with the date, the WALT and the following codes, which will be applied consistently in Key Stage 1. These codes will be taught to the children so that they understand their meaning.

P - Paired learning

I- Individual learning

G-Group Learning

S- Supported by an adult

* In Key Stage 2, it is assumed that all work is independent unless otherwise indicated.
* It is expected that all pieces of work will be neatly presented and that pupils will be challenged if they produce poorly presented work.
* Stickers, stamps or house points should be used for positive reinforcement and motivation.

**Frequency of pupil recordings in books**

At Ide Hill CE School, we focus on 'quality not quantity'. It is expected that children will have cross curricular experiences of learning, including dialogic activities, drama etc to gather key vocabulary or key principles and develop confidence and ideas before recording in their books. It is therefore **not an expectation** that children will record in books on a daily basis. It is however expected that pupils use their books to record when the teacher feels that they are developmentally ready.

**Early Years Foundation Stage**

In the Early Years Foundation stage, feedback to pupils will be largely verbal. This is required to provide effective feedback to children through “in the moment” planning and subsequent responses to learning, particularly within the Prime Areas of learning. The EYFS teaching team is therefore mindful of the way in which feedback is provided to children. EYFS feedback must always be appropriate to each child’s age and stage of development.

The teaching team may record the child's key learning successes in a variety of ways e.g. using post it notes, annotated photographs, focus pupil observation sheets etc. All recordings of a child's learning will be used to inform their personal portfolio of progress - evidence that may be used at moderation to support teacher assessments against the Early Learning Goals.

**Early Years transition into year 1**

At the start of year 1 EYFS expectations will be applied until children are developmentally ready for Key Stage 1 expectations. At this point, KS1 expectations will be used, as deemed appropriate by the class teacher

**Approaches to Feedback at Ide Hill In Key Stage 1 and 2:**

**‘Light touch’ feedback**

* This feedback will always refer to the WALT.
* Brief written feedback may be given when necessary for praise, encouragement, effort as well as to identify next steps.
* Green / Pink highlighting expectations will be used to show evidence of examples of the learning objective being achieved and next steps
* **Verbal Feedback:** may be individual, group based, or to the whole class.
* **Peer and Self Assessment:** Children will be expected mark and edit their own work. Children are encouraged to self-assess their learning. Engagement with written feedback may mean that the child responds in writing to assessment comments on occasions chosen by the teacher, using specific success criteria.

**‘Deep marking’**

* This is a more focussed approach to marking and may occur from a checkpoint activity or at the end of a period of work. Deep marking will always be completed by a teacher. It is expected that deep marking takes place on all extended pieces of writing and , where appropriate for mathematics.
* Deep marking will be positive and informative. Comments to children must relate specifically to the WALT / Success criteria for that piece of work by
1. highlighting areas that meet or exceed the WALT.
2. addressing misconceptions.
3. identifying the next step in learning and challenging the child to achieve it.
4. demonstrating an alternative method in a supportive way
* **Peer and Self-Assessment:** Children will be expected mark and edit their own work before it is deep marked by a teacher. Children are encouraged to self-assess their learning. Engagement with written feedback may mean that the child responds in writing to assessment comments on occasions chosen by the teacher, using specific success criteria.
* Children are expected to edit their writing using purple pen.
* Children should be given time to read and respond to the written marking, in order that the feedback provided has maximum impact on learning.
* Deep marking will take more time than light tough marking. The teacher may wish to concentrate on a small number of pupils each day / week. These children will most likely be the children who have worked independently during the lesson. In this situation, verbal feedback will not be given.

**Subject Specific Marking:**

When marking work in a subject such as science or topic, the teaching team may concentrate on correction of subject specific vocabulary as well as correcting some more general spelling errors. Where children attempt to use new terminology this should be noted and applauded. We seek to introduce technical and complex language from an early age to support the development of a language for learning.

**Pupil Responsibilities:**

These expectations will be shared with the children.

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| WALT | A WALT should be clearly read on each new piece of learning.  |
| Date | The date should be clearly visible.  |
| Codes | Used to show how the children have worked |
| Presentation | Books should be presented neatly, as age appropriate.  |

**Ide Hill Marking Code Expectations**

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| EYFS MARKING EXPECTATIONS |
| VF | Verbal Feedback given |
| WS | With Support |
| AS | Adult Support  |
| I | Independent |

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| KS1 AND KS2 MARKING EXPECTATIONS: Light Touch Marking |
| WALT✓ | WALT achieved.  |
| Green ink | Green to go - green highlighter shows good learning progress.Green pen used for positive comments linked to the WALT.  |
| Pink ink | Pink highlighter to indicate misconception / errorPink Pen used to address error / misconception or for next steps challenge.  |
| VF | Feedback has been given directly to the child.  |

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| KS1 AND KS2 MARKING EXPECTATIONS: Deep Marking |
| WALT✓ | WALT achieved.  |
| Green ink | Green to go - green highlighter shows good learning progress.Green pen used for positive comments linked to the WALT.  |
| Pink ink | Pink highlighter to indicate misconception / errorPink Pen used to address error / misconception or for next steps challenge.  |
|  | Pink line directly under word indicates a spelling error |
| Sp (in margin)1.2.3. | Maximum of 3 spelling corrections.Write the word with the correct spelling at the end of the piece of writing and number 1,2 or 3.  |
| // | New Paragraph  |
|  | Children self-correct next to this sign.  |
|  | Finger space needed |
| ^ | Word omitted.  |