



"Let your light shine"

Feedback Policy

Frieth C.E.C. School

Date implemented : June 2012

Member of staff responsible: SLT

Governor responsible: Jill Dean

Headteacher's signatureM Gosling.....

Chair of Governor's signatureJ Dean.....

FEEDBACK POLICY

Frieth School Vision statement

'...Your light must shine before people, so that they see the good things you do.'

Matthew 5:16

Introduction

We believe that constructive feedback helps raise standards. Feedback (written or verbal) makes tracking of learning objectives for pupils on a day-to-day basis manageable and feeds into the next cycle of planning for teaching. Equally it is an essential tool in both 'assessment of' and 'assessment for' learning. It is also a very effective medium for ensuring children are aware of their progress and how they can improve.

Aims

- All work should be marked in such a way as to motivate children. Praise, whether in the form of written comments, house points and stamps/ stickers, should be given as appropriate and frequently. Praise must be earned by the children and the focus should be on **effort**, rewarding resilience and how well children respond to failure. "Those that put in the most effort should be the ones rewarded, even if that reward is only the good feeling of giving it all. By showering children with false praise we are only setting them up for a losing mind-set as adults." Carol Dweck
- To raise the achievement and self-esteem of children by providing them with prompt, regular and diagnostic feedback about their work to enable them to make progress.
- Teachers and children will be clear about the learning objectives of a task and the criteria for success.
- Teachers will provide constructive suggestions about ways in which the child might improve his/her work and will set targets sometimes verbally and sometimes in writing.
- Children will be given time to act upon feedback and sometimes the opportunity to comment on their own work before handing it in or discussing it.
- Teachers will follow up the agreed targets with the child to see how far they have been achieved.
- Teachers will recognise effort and resilience as well as quality.
- Teachers will focus on "not YET," giving children pointers, strategies and opportunities to learn from failure.
- Teachers will use informed marking together with other information, to adjust future teaching and learning strategies.
- Marking and feedback should help parents understand strengths and areas for improvement in their child's work.

Strategies

Each piece of work produced by the child at school or for homework should be marked by the teacher, classroom assistant, pupil or another pupil. This may be done in several different ways:

- 1) Teachers will use the following stampers to indicate to the child how successful they have been in achieving the learning objective:

“You’ve achieved your learning objective”

“You’re working towards your learning objective”

“You’ve not yet achieved your learning objective”

- 2) Verbal feedback may be done as a class, group or individually. Work should be marked with the verbal feedback stamper.
- 3) Some marking can be ‘**Light touch marking**’ where the, ‘You have achieved your learning objective’, ‘You have nearly achieved your learning objective’ and ‘you have not yet achieved your learning objective’ stamp can be used.
- 4) Highlighters will be used to guide pupils in their own self editing – pink for spelling – yellow for edit and improve/correct
- 5) Quality/focused marking should focus on the learning objective already established. It should give meaningful feedback to pupils on their effort, achievement and success and points for development.
- 6) Peer assessment is encouraged specifically to develop children’s knowledge and understanding of the learning objectives. At all times children are encouraged to give positive and constructive feedback to their peers.
- 7) Children will have opportunities edit and self mark their work. Once again to support their understanding of a learning objective and to develop the ability to self-assess and monitor their own progress.
- 8) Work will be marked in the following colours:
 - Teachers/ Supply Teachers – Green
 - Teaching Assistants - Black
 - Children – writing pencil or coloured pencil
- 9) These marking codes will be shared with all pupils at the beginning of the year and kept in books.
- 10) Key spelling errors made by children will be indicated by the word being highlighted and the correct spelling written underneath the work. The children will copy the spelling in the correct form three times.
- 11) The purple pen of progress should be used for children to correct and edit their work.

Marking Code

Numeracy

Work is marked:

. indicates incorrect work

- ✓ indicates correct
- ✓c indicates corrected

Highlighters

- Spelling spelling mistake
- Edit..... edit, improve or correct

In Key Stage 2 and where appropriate in KS1 these symbols are used:

- * indicates a positive feedback
- ⇒ Next steps

EXT Extension Work

These codes are shared with the children and all teaching staff.

Monitoring and Evaluation

The monitoring of this policy will be the responsibility of the Assessment Co-ordinator and Curriculum Leads as follows:

- When appropriate the Headteacher and Curriculum Leads undertake the work sampling of their subject.

Policy Review

This policy will be reviewed annually.

It is available on the school's website for parents and prospective parents and forms part of the information pack given to all new parents to the school.