

Shakespeare

Primary School

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Feedback Policy

2024-2025

In order to accelerate progress, at an appropriately differentiated level, next steps in learning and very clear guidance on how work can be improved must be shared with the child. There are a number of strategies which can be used to provide feedback, staff should use their professional judgement to ensure that there are a balance of strategies used regularly and that these are age-appropriate and differentiated according to ability level.

Written Feedback

Written feedback is an essential part of planning, assessment, teaching and learning. Responding to pupils' work through constructive comment acknowledges achievement, promotes positive attitudes and behaviour and leads to an improvement in standards. Teachers need to follow our agreed policy and consistent procedures in responding to pupils' work in order to give clear messages to pupils, parents and other members of staff about progress.







Principles

In order for written feedback to be most effective, it must be completed before the next lesson. The following principles must be carried out **consistently** across school and in **all subject areas**.

Please follow this simple guide to help you with written feedback.

- All work must be marked daily to allow the teacher to identify gaps in the learning and to identify next steps for the children.
- Highlight in green (green for go) 3 examples of success linked to the I can statement
- Highlight in pink (pink for think) at least 1 example of a key mistake/not meeting objective/misconception/development or improvement point (linked to the 'I can' statement).
- Routinely pay particular attention to **secretarial marking** (spelling and grammar) using the symbols below.
- Marking ladders or assessment prompts may be used in books and highlighted or ticked to indicate achievement but they should only contain a maximum of three criterion
- For extended writing add a feedback comment next to a pink mark at the bottom of the piece of work: this comment should link clearly to the pink development point identified in the work. The comment should:
 - consist of either a **reminder**, a **scaffold** or an **example** to follow/try (see examples in policy)
 - Address secretarial issues e.g. spellings, punctuation, grammar, handwriting)
- Children must be allowed time at beginning of every lesson to respond to their teacher's comments and improve their work. Children must respond in green editing pen/pencil. Teachers should later check this feedback as a matter of routine.
- If a child is repeatedly making the same mistakes after marking and feedback was given, *another strategy* MUST take place to ensure the child understands and continues to make progress.
- In Early Years classrooms, staff will *record verbal feedback and next steps on the on-line profile system as well as verbal feedback for the child.*
- Staff should indicate where a piece of work has been supported {S}, is independent {I}, or has been adult or child initiated.
- All marking should be carried out using purple pen.

Marking symbols

-  V Verbal Feedback
-  I Independent work
-  S Supported work
-  G Worked in a guided group
-  Next steps
-  Word omitted

Group or Whole Class Feedback

Group or whole class feedback can be used to directly address wide spread spelling/grammar issues, repeated misconceptions and presentation reminders. Through modelling and re-teaching errors can be addressed. If group or whole class feedback is used then a response to this should be evident in books in green pen with a G marked against the comment. All green pen responses should be reviewed by an adult. Group or Whole class feedback could include:

- conversations about a misconception or error
- using strong pieces of work as a model
- anonymous examples of a piece of work to look at as a class and improve
- a carefully selected question for everyone to attempt in their books after a Me, Us, You modelling session