



Feedback Policy

Review Date	7/12/23
Last reviewed	7/12/21

Introduction

This policy was agreed and devised by staff at Skegness Infant and Junior Academies to ensure a consistent approach across both sites. Marking and feedback should be used as a positive strategy to:

- Assess where the child is
- Inform future teaching and learning
- Set next steps to develop and take learning forward
- Monitor progress
- Ensure high standards are achieved
- Allow pupils to respond in an appropriate way to their developmental level

Rationale

The purpose of feedback is to inform pupils how well they are performing and to offer guidance on how they can improve. Marking and Feedback may take the form of verbal or written; however whatever method is used it is important to note on the pupil's work what guidance has been offered. This then acts as a reminder for both the teacher and the pupil.

Skegness Infant and Junior Academies are committed to providing relevant and timely feedback to pupils, both orally and in writing. Marking intends to serve the purposes of valuing pupils' learning, helping to diagnose areas for development or next steps, and evaluating how well the learning task has been understood. Marking should be a process of creating a dialogue with the learner, through which feedback can be exchanged and questions asked; the learner is actively involved in the process. Research shows that marking and feedback is an important factor in pupil learning, so this policy is crucial for both academies.

Implementation

The implementation is the responsibility of all staff and should be consistently applied across all year groups by those working with pupils in school (including cover staff and support staff).

Entitlement

All pupils are entitled to have their work valued and to receive positive and constructive response.

Purpose: Reason for Feedback

- To recognise, encourage and reward pupil's efforts and achievement and celebrate success
- To provide a dialogue between teacher and pupil and clear appropriate feedback about strengths and areas for development in their work
- To indicate how a piece of work could be improved against assessment criteria
- To identify pupils who need additional support or more challenging work and to identify the nature of the support or challenge required

- To inform future planning
- To enable pupils to be engaged in their learning and next steps nature of feedback
- Comments may be oral or written
- Comments may be given on a group or individual basis.

Marking should be developmental across both academies and staff must follow the following guidelines-

Foundation Stage guidelines

All work should be valued. Comments can be used to indicate a pupil's response to the work / picture. Verbal feedback is used the most in the Foundation Stage. The phrases tickled pink and green for growth are utilised with FS2 from September. As the children progress, pink and green pens are utilised for written feedback alongside verbal feedback.

Key Stage One guidelines

- Visual cues should be used in the success criteria for a task
- Pupil's work should be underlined in pink (tickled pink) to indicate what a child has done well
- Pupil's work should be underlined in green (green for growth) for areas to develop i.e. next steps
- In Y1 staff should initially identify next steps with their guided group as part of the session and allow these pupils time to respond within that session
- As pupils develop the next steps can be written ready for pupils to respond the next session (time should be planned for this)
- Other pupils work should be assessed by the teacher during the lesson where time allows, and comments made if appropriate
- Work should be marked to the learning challenge and success criteria, or to the individual needs of the child
- The LC sticker should be highlighted to indicate that the child has achieved the challenge during the lesson

Marking notation (work without notation will be presumed independent)

- I independent work (if the pupil is initially supported)
- V verbal feedback
- S supported
- Mistakes or corrections in mathematics will be indicated by a dot and a box for the correction (using green pen)
- In Y1 next steps will be included on any focused observations. These will then be expected to be followed through in subsequent planning.

If the work is being assessed by anyone other than the class teacher, initials of the person providing the feedback will be written in the top right hand corner of the page.

Pupils' self and peer assessment

It is important that pupils begin to develop confidence in assessing their own work and reflecting on their learning. A circle is to be provided next to the Learning Challenge for children to complete a 'feelings' face in plenary sessions

Key Stage Two guidelines

In KS2 the following suggestions are outlined as effective strategies and can be used to mark, assess and provide feedback. All strategies must-

- Be manageable for staff
- Be positive, motivating and constructive for children
- Be frequent and regular – all work should be marked in preparation for the following lesson and be used to inform planning, resources, groupings and allocation of adults
- Allow specific time for the children to read, reflect and respond to marking and feedback – time to be allocated at the start of the following session in the sequence of learning e.g. Monday's maths feedback to be responded to no later than the start of Tuesday's maths lesson in order to avoid the same mistakes being made again, this will help maximise progress of pupils.
- Involve all adults working with children in the classroom in providing feedback and supporting the response to feedback 1:1, guided groups etc
- Give recognition and appropriate praise for achievement

Specific strategies-

Verbal Feedback: This means the discussion of work and direct contact with the child. It is particularly appropriate with younger, less able or less confident children. 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 – G (guided) or a VF symbol should be used to acknowledge verbal feedback has been given.

Success Criteria Checklists: Success Criteria checklists can be used in all subjects and may include columns for self/peer assessment and teacher assessment. These should be differentiated.

Peer Marking: children are encouraged to support each other and feedback on learning and achievement. Children should be given the opportunity to act as response partners and pair mark work. This is often linked to 'talk for learning partners'. Children should first point out things they like then suggest ways to improve the piece but only against the learning objective/challenge or success criteria. The pairing of children should be based on ability and trust. Children could highlight evidence of success or write a comment(s) in another child's book in a different colour pencil, which is then initialled. This is best used within the lesson where pupils have then time to respond. Teachers should then still mark the work following the lesson to further extend or identify areas for consolidation and support.

Quality Feedback Comments: Personalised Quality Feedback Comments should be used frequently in all subject areas to extended learning and must be differentiated appropriately. When marking, staff may see a piece of work that requires clarification or is a good opportunity to extend that child's learning. The emphasis when marking should be on both success and areas for development against the learning objective/challenge and success criteria. 'Correct' work is highlighted in pink and areas for development are highlighted in green, with a corresponding written prompt. A focussed comment should help the child in "closing the gap" between what they have achieved and what they could have achieved.

Useful "Closing the Gap" comments are:

- A reminder prompt – e.g. "What else could you say here?"
- A scaffolded prompt- e.g. "What was the dog's tail doing?", "The dog was angry so he...", "Describe the expression on the dog's face".
- An example prompt – e.g. "Choose one of these or your own: He ran around in circles looking for the rabbit / The dog couldn't believe his eyes"

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.

- Highlighters will be used by staff (not children) to indicate pink for positives / green for growth and next steps.
- In Y6 children may use highlighters in their Maths Blasts.
- Children will mark in purple pens – tick / dot.
- Comments may be made in the margin by staff when targets are achieved • Feedback given will be concise and specific. Specify what is amazing eg. 'Amazing use of prepositions' rather than the singular use of the word 'amazing'. For children who have a low reading comprehension and age use verbal feedback instead.
- Next steps to be used where it is of benefit to extend the thinking and move learning forward with clear strategies for improvement. There is no specified quantity of how many next steps.
- Live marking will be used providing active, rapid feedback and AfL, moving learning forwards instantly.
- Observation notes may be used in KS2 as a way of recording assessment/ feedback. This may benefit OYG when working verbally.
- Persistent errors and patterns of errors will be identified and fed back to the pupil rather than every error made to ensure selective and sensitive marking takes place. i.e. not every incorrect spelling will be highlighted, only words that an individual child should be reasonably expected to know.
- Work will be marked regularly and promptly after completion, to allow effective and immediate feedback to be given.
- Marking will be written in handwriting that is legible and a model for the child

- Mark verbal feedback as VF and mini plenaries as MP in books to show feedback has been given.

KS2 Subject specific marking and feedback

- In English planning and ideas collections may not be marked. Grammar may be self-marked to address misconceptions at the time.
- Extended writing will need teacher marking.
- Spellings in books –a maximum of 5 words identified for children to write 3 x or 5 x dependant on the word and judgement. Ideally link to phonic phase tricky word and taught GPCs
- Guided Reading will use self-assessment where appropriate, alongside observation notes and peer-assessment. 3 mark questions and inference will require teacher marking.
- Maths – Teacher and TA will mark their guided group from the lesson. Use of self-assessment/ peer assessment where appropriate.
- Curriculum/ Science – Relate to the learning objective/challenge/success criteria of the work set, e.g. science should be marked mainly for the science content but use English, Maths and SPAG as a secondary element to the feedback given. key parts of the pupils work will be highlighted with next steps where appropriate. Self-Assessment and Peer-Assessment to be used.

Code	Meaning	Purpose
G	Guided Work	Shows work which has been guided to ensure that this can be used for AFL to set purposeful work at the appropriate level the following day. Maintains a record to aid AFL and summative assessment what was supported and what was independent
VF	Verbal Feedback	VF to indicate that even though there are no next steps provided the pupil did receive feedback. VF is one of the most effective forms of feedback as is immediate. It would be expected that following VF there was further pupils work in the same session showing how they acted on the VF – there should be a noticeable difference in their work

MP	Mini-plenary	Should be used as timely intervention to progress, consolidate or address misconceptions. MP shows where the teacher / TA have intervened. MP should be recorded in the margin. There should be work that follows the MP showing the impact of the intervention e.g in a writing lessons following the MP, which may have been on similes, you would expect to then see similes included in their writing
SP	Spelling Mistake	SP to be used for high frequency words, words linked to their spellings / phonics focus. When sp is used select high value words / those where common or persistent errors are made e.g. went – whent. Pupils needs to re-write 5 times e.g Went 1. 2. 3. 4. 5. Spelling corrections should not be the only NS provided
NS	Next Step	Pupils should be provided with a NS linked to their success criteria to enhance their work or as an extension. If they have made errors the NS should support in addressing the misconception using some of the prompt listed previously e.g. a scaffold prompt

Remote Learning

In the event of the need to introduce remote learning, across both academies regular feedback will be given via Class Teams channels, assignments, phone calls and live sessions. Regular feedback should be given in line with the targeted support pupils would receive in school.

Monitoring and Evaluation

The monitoring of this policy is the responsibility of the Senior Management team alongside the principal.

Review: This policy will be reviewed in accordance with the review cycle overseen by SLT.