

December 2022

## Feedback Policy

At Gosfield Community Primary School, we recognise the importance of feedback as part of the teaching and learning cycle. The purpose of this policy is to provide clear guidelines so that there is a consistent approach to feedback throughout our school. Feedback is part of the school's wider assessment processes which aims to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress.

All members of staff should have high, but realistic, expectations of the work that each individual child can achieve and ensure that the quality, quantity and presentation of work encourages pupils to reach their potential. Feedback should be consistent across all subjects.

At Gosfield, we believe that effective feedback should:

- Be appropriately timed and focused to move learning forward.
- Be specific, accurate and clear.
- Encourage and support further effort.
- Provide specific guidance on how to improve.

**Learning Objectives** will be highlighted to show how a pupil has met the intended outcome:

- pink to show fully met
- underline pink to show partially met
- purple to show not yet met

## Marking in books

- When self-assessing, correcting or editing, pupils will use purple pen to ensure clarity.
- Teachers will mark in red pen using the codes set out on page 3.
- Pink highlighter within the books indicates a pupil showing good work.
- Yellow box marking: if a teacher would like a pupil to rewrite a section of their work, they draw a yellow box around the section and then a second yellow box elsewhere on the page where they would like the child to re-write their work. This can also be used to address any misconceptions within a lesson.

## Why do we give feedback during a lesson?

- To assess and discuss with children what they are learning.
- To address misconceptions early.
- To further challenge and motivate children where they have understood, by using in-depth questioning.
- To guide teacher judgements in regards to assessment levels.

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How do we give feedback during a lesson?

- Verbal, written, peer and self (assessment).

What will feedback look like?

EYFS

- In the EYFS, verbal feedback is the most beneficial way for pupils to receive recognition for their work.
- Feedback is provided on the process and effort involved, rather than just the end product.

Whole School 1-6.

- Spelling mistakes will be identified as SP. Within KS1, words will be written by the teacher for the children to practice. In KS2, SP will be the only guidance, building a resilience in independent use of dictionaries and thesaurus. Not all spelling errors will be addressed, however mistakes with key vocabulary words statutory spellings and high frequency words will be identified.
- End of unit outcomes should be marked in depth, using the marking codes.
- Personalised verbal feedback is the very best form of live marking, it provides clear next steps within the lesson and is our most valuable tool supporting pupil progress in the moment.
- Verbal feedback should:
  - Have a clear reason: VF – adjectives.
  - Be the most frequent form of feedback.
  - Enable pupils to make immediate improvements to their work.
  - Identify both positive and next steps, so that pupils have a clear understanding of how to move their learning forward.

We expect

Teachers to actively move around the classroom throughout the lesson to support pupils, using the marking policy.

The children to take ownership of editing their work, using purple pen.

The marking codes to be used by adults and pupils.

Opportunities for the pupils to respond to feedback.




The final unit of work to be formally marked

We do not expect


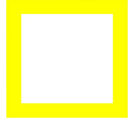
Every piece of work to be formally marked by the teacher.

A set number of direct action style comments each week.

### EYFS Marking Codes

	Finger space
	Full stop
	Capital letter
<b>WS</b>	With support
<b>I</b>	Independent
<b>VF</b>	Verbal feedback
<b>CIL</b>	Child initiated learning

### YR 1-6 Marking Codes

<b>SP</b>	Spelling mistake
<b>P</b>	Punctuation mistake
<b>^</b>	Missing word
<b>//</b>	New paragraph
<b>WS</b>	With support
<b>I</b>	Independent
	Correct
<b>.</b>	Incorrect
<b>VF</b>	Verbal feedback
<b>PR</b>	Presentation
	Re-writing work
<b>HP</b>	House Points