



Feedback Policy

Phoenix Community Primary School

Author: Chris Johnson

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Introduction

The purpose of feedback and assessment at Phoenix is to ensure that pupils can answer:

- What am I doing well in this subject?
- What do I need to do to improve my work in this subject?

If pupils can answer these questions accordingly, in subject specific and accurate detail, they are receiving effective feedback.

Aim

Through our feedback we aim to celebrate success and achievement of every child in relation to the learning objective of the lesson. Teachers must have a secure overview of the starting points, progress and context of all pupils.

Feedback will be regular and identify areas in which pupils have made progress and provide them with clear, positive supportive guidance to be able to consolidate learning or to take the next steps in their learning.

It is an expectation that adults support pupils to develop the skills of self and peer assessment and feedback.

Policy

The school policy supports all forms of feedback within the process of teaching and learning. This includes: verbal feedback; written feedback; peer marking and self- evaluation.

It is our policy that work will be assessed as soon as possible, that any feedback should be concise, effective, provide the vehicle for dialogue between the adult and the child and be supportive of teachers' work – life balance.

It is the policy of the school that:

- Feedback should be relevant to the learning objectives and the child's ability identified targets;
- Feedback should identify successes specifically and provide pupils with opportunities to improve their work;
- Teachers will ensure daily opportunities for children to respond to feedback;
- Any marking is colour coded in green highlighter to indicate achievement and yellow highlighter to identify the next steps in learning;
- Children will use pencil when correcting;
- The Marking Code is displayed in class and used;
- Teachers' handwriting and comments will be an excellent model to children and parents;
- Marking should reinforce the high standards of presentation required across the curriculum.

Pupil Self and Peer Evaluation

Pupils will develop the ability to evaluate their learning and that of their peers, principally through discussion and high quality modelling to the class.

Opportunities to evaluate include: verbal feedback, a dialogue with the teacher or learning assistant, written comments and symbols, planned opportunities in the starter or plenary session and discussions within groups.

Children will be encouraged to enter a dialogue with the teacher or adult focused on the next steps for improvement.

Monitoring and Reviewing the Impact on Standards

Monitoring and reviewing the impact of the Feedback Policy on learning and achievement is carried out in line with the monitoring schedule.

Understanding the effectiveness of feedback will primarily be assessed through pupil conferencing to ascertain whether pupils understand what they have done well and their next steps in subject specific detail but it could also include: work scrutiny; lesson observations, moderation meetings, classroom 'drop-ins' and data analysis.

Review

This policy will be reviewed every three years or at any other time if changes are required to comply with changes in legislation, regulation or National or KCC advice;

Any amendments will require the approval of the Learning and Development Team

Appendix 1 - Marking Code

At the top of the work, an adult should denote how much support a child has received during the lesson:

- FS – Full Support
- IS – Initial Support
- GW – Group Work
- IW – Independent Work

Verbal Feedback

Use VF qualified by what was discussed, e.g. VF – adverbs; VF – place value

Developmental Marking (2 Ticks and a Wish)

- ✓ Tick – identified with a green highlighter
- ✓ Tick – identified with a green highlighter
- ☆ Wish – identified with a yellow highlighter

It may also be appropriate to add general comments and award House Points as a basis of praise

Marking Spelling, Punctuation and Grammar

Marking should be relevant to the children's literacy level.

Codes should be used in the margin and circles in the text to denote where the mistake was made.

- sp – spelling
- P – punctuation
- CL – capital letter
- // - new paragraph

Any adult who is not the substantive class teacher should initial any marking or comments.

Self-Assessment

Children will use green pen to mark their own work, complete evaluation of their own work or respond to verbal feedback given.