



ABBEY PRIMARY SCHOOL FEEDBACK POLICY

Vision '25

Teaching of the highest quality

We captivate young minds through our engaging delivery and a variety of approaches. We have high aspirations for all. Learning is enhanced through strong relationships with children and their families. Children attain and progress very well.

Rationale

Providing feedback, both oral and written, that leads to children recognising their next steps in learning and how to take them is an essential element in helping children improve. It is a powerful and useful diagnostic record of achievement for each child, which when constructive and supportive can have a profound influence on their motivation and self-esteem. Feedback is most effective if it focuses on the learning objective and is given regularly while still relevant.

Purpose

Feedback will:

- Provide specific, positive feedback to children about what they have done well and what they need to do to improve or extend their learning;
- Help children feel positive about what they have achieved so far and motivate them to further effort;
- Enable children to learn through their mistakes;
- Support teachers in making accurate judgements about children's attainment;
- Enable teachers to write relevant and informed comments in the end of year reports;
- Promote high expectations of progress linked to the new curriculum;
- Provide a record of progress;
- Encourage children to feel safe when tackling problems;
- Provide children with opportunities to assess their own and others' work and give feedback to one another;
- Help identify children that might need targeted support;
- Help parents understand strengths and weaknesses in their child's work;
- Encourage dialogue and develop self-assessment;
- Inform future planning: it will help to plan next steps and pitch work appropriately.

Guidelines

Teachers will:

- Clearly acknowledge every piece of learning;
- Recognise effort as well as quality;
- Relate all feedback to the success criteria;
- Use open questions to guide and extend thinking and closed questions to determine knowledge and understanding;
- Use joined and legible marking, providing children with a good model to follow;
- Give children time to read and respond to feedback;
- Ensure improvements made by children are recognised in future marking;
- Give example prompts to help their children understand their next steps;
- Repeat next steps in learning until a child is secure = overlearning;
- Address common errors or misconceptions, which arise through marking children's work, through whole class teaching;
- Modify teaching and planning as a result of verbal and written feedback;
- Ensure teaching assistants acknowledge work and correct spellings and grammar.

Children will be encouraged to:

- Use feedback, from a teacher or peer, to make improvements in their own work;
- Cross out errors rather than use a rubber;
- Rewrite correct spellings: 3 times at the bottom of their work in KS1 & once above the word in KS2; (Y5 & Y6 should be encouraged to look the word up in the dictionary, Y3 & Y4 will copy the teacher's spelling from the margin)
- Take responsibility for their own learning by editing their work in red pen;
- Assess their own and others' work.

Senior Leaders and Subject leaders will:

- Monitor and evaluate children's books to ensure feedback follows the policy and is consistent between classes and across the school;
- Discuss outcomes of monitoring and evaluating with the Leadership Team and feedback to the whole staff;
- Ensure the policy is understood by new members of staff so that practice continues to reflect school policy;
- Review the feedback policy regularly, making sure new members of staff understand it, so that practice can continue to reflect the school policy;
- Collate good examples of effective marking to share with colleagues.

APPENDIX – mark scheme

PINK PEN – every day – our children need to see *clearly* what they have done well.

- The title/LO, if the child has achieved it.
- Examples of where the child has achieved the LO.
- Examples of where the child has achieved their *relevant* TAF.
- Examples of where the child has achieved their SEND target.

Moderated pieces must have PINK PEN – our children need to see what they did well.

GREEN for SPAG – every day – our children need to see what to correct.

- Grammar errors – especially those from your SPAG lesson.
- Punctuation errors – 5 max.

GREEN for GROWTH (next steps) – at least twice a week – our children need to know how to improve.

- Add ... an emotive adjective.
- Change ... an adjective using a thesaurus.
- Rearrange ... start with the adverb.
- Delete ... which 1 adjective could you use here?

Remember:

- Use stamps/stickers to celebrate good work.
- Try whole class feedback – once a week.
- Peer or self-assess – once or twice a week max.
- WCR – self assess daily.
- HLTAs/Supply - pink/green the LO; initial the work; stamp/sticker it.