

Gwenfo Church in Wales Primary School



Feedback Policy

(Appendix to the Teaching and Learning Policy)

Mission Statement
Growing and Learning together in a Christian Way

Date (Inc date of ratification)	Amendments	Signed
Sept 2024 Due to be re-ratified Oct 2024	Updated in line with T&L Policy	NAS (Headteacher)

1. Rationale

Feedback/marking is the process whereby pupils are informed about what they have achieved at a particular time and what they need to do to improve. Feedback is a positive form of communication based on learning objectives and through modelled success criteria. It can be verbal, written, pictorial or signals and can be from a teacher to a child, learning support assistant to a child, child to teacher or child to child. This policy links with the handwriting and presentation policy and both are appendixes to the teaching and learning policy.

2. Principles of Feedback

Principles of feedback should be where possible

- Immediate or as soon after the task is completed as possible
- Be manageable for all staff/pupils
- Involve all adults in the classroom
- Move learning forwards
- Be accessible and inclusive
- Relate to the learning objective (LO) and success criteria (SC)
- Be responded to by the child

3. Key characteristics of Assessment for Learning

Effective Learning takes place when learners understand what they are trying to achieve and why it is important i.e. links to a real life context. Staff should always consider the context and share either the context or purpose with pupils (where appropriate) applying it to real life in line with the four purposes. It is important that the pupils know the LO for the lesson as this gives a focus enabling pupils to review their own progress and to see if they have achieved the objective. Teachers can choose to share the LO in different ways e.g. sticker placed in a child's book, written by the child, or written on the board. The LO should focus on the learning and not the activity or tasks.

4. Success Criteria

Developing success criteria to achieve the LO will help provide pupils with a framework against which to focus their efforts, evaluate their progress and discuss issues. We recognise that when pupils are involved in generating the SC they have an increased understanding and more ownership of it. Therefore there will be times when the pupils will be fully involved with generating the SC. Visual aids may be used to help pupils achieve the SC.

SC are NOT expected to be in books for every lesson, however they would be expected for longer pieces of work for example extended writing in any subject. SC can be displayed on the board during a lesson as long as the pupils are aware of what they are working towards. Some pupils may benefit from having the SC printed/in their books. Where SC are used feedback should respond to the elements included.

Staff are encouraged to use the SC during the lesson when checking in on pupil understanding, including the re-focusing of pupils to the LO.

Pupils could be expected to self-assess against the SC during the lessons (See self and peer assessment below).

A universal approach is in place to ensure that all pupils can access the SC eg stickers

5. Use of LO Stickers

Typically LO stickers will be used in Lower/Middle School – however where appropriate staff can decide who best to view and use the LO for pupils across the school.

Codes used will be:

I – work completed independently

AS – Adult support

S – Scaffolding (use of visual aids/prompts to complete the task)

6. Feedback

The purpose of assessment for learning is to provide feedback in such a way that will move learning forward. Teaching staff will need to identify next steps in learning as well as responding to mistakes. Next steps may be noted on class planning for the next session, or may be identified and worked on during the same session. Feedback will comment on the work, rather than the child, although there may be times where it may be beneficial to reflect upon and note the child's attitude to the lesson. The following are a number of ways feedback can be given (this is not exhaustive):

- **Instant/verbal Feedback**
This is the most effective means of moving pupil's learning forward. Best practice is to give this verbally during the lesson live. This must be linked to the success criteria. Pupils should respond to the feedback appropriate to their ability eg verbally or by using a purple pen (Y2 upwards). Where appropriate to the learning this could also be used by Y1 pupils. Any additional edits e.g. corrections/improvements should be written in purple pen. Use of erasers should be kept to a minimum as pupils need to learn that mistakes are part of the learning process. This supports the move to pen in later years.
- **Self and Peer Assessment**
We recognise the value of self and peer assessment. Staff will employ their own age appropriate strategies for this and use where they feel appropriate. Any self or peer assessment will be completed in purple pen and SA or PA written alongside.

Teacher Marking

Marking is only valued if comments are read and responded to. Pupils working within small focus groups will typically benefit from live marking, however for longer or independent tasks staff are to use the 'xxxx eight' approach to marking. Staff will take 8 books and mark them more fully linked to the LO/SC ensuring corrections are highlighted and next steps given, whilst checking the remaining set of books for understanding. These books simply need to have the LO ticked. If any of the second set need further action the teacher will respond to them in the same way as the 8. Year 2 staff to introduce this method in the summer term and Y3-6 begin from the Autumn term. Feedback should be responded to before the start of the next lesson. It is up to staff how they build in this time – e.g this could be part of the ERIC carousel or time allocated at the start of the next session.

Marking Guidance

All marking by teaching staff/HLTAs should be in a red pen

All marking by LSAs should be in a green pen

All marking by students/supply teachers to be initialled

Where the LO has been achieved it should be ticked and if not it should be left unticked

Marking codes

(Some of these codes may be used on pre-printed stickers in lower/middle school or for pupils with ALN)

- Live marking comments will indicate that the pupils work has been discussed with particular reference to the LO/SC or expectations eg use of capital letter. Edits/Corrections will be clear (Edits/Corrections should be made in a purple pen Y2 upwards)
- Use of purple pen from Y2 upwards indicates corrections/edits or response to feedback
- NS - Next Steps used to inform the pupil of ways forward (if needed/appropriate)
- R - Used to remind pupils of presentation/grammar errors
- I - Work has been completed independently without teacher support.
- S - Work has been completed with use of scaffolding/support
- G - Work has been completed as a group
- P - Work has been completed in a pair
- AS - Adult support has been given to complete the task
- . indicates an incorrect answer
- ✓ indicates a correct answer/LO achieved
- PA - Peer Assessment
- SA - Self Assessment
- Sp - spelling errors to be underlined and corrected at the bottom of the work
- Incorrect formation of letter/numbers should be modelled and practiced.

Headteacher

Signature:



Name: N A Starke

Date: May 2024

Chair of Governors

Signature:



Name: Norman Craggs

Date: May 2024