




Campsbourne School

Feedback Policy

Policy Originator	SLT
Governor Responsible	Head Teacher
Last reviewed	Autumn 2017
Ratified on	14/12/2017
Review period	Annual
Signed	

Principles

At Campsbourne, we believe that effective assessment and feedback is an integral part of teaching and learning. Rigorous assessment allows us to plan learning opportunities which enthuse and challenge all children. In giving children regular feedback on their learning and encouraging them to evaluate their own learning we aim to help children know what their next steps are and how to achieve them. We believe that giving parents regular updates on their children's progress ensures that teachers, children and parents are working together to raise standards for all our children. We aim to provide assessment, feedback and reporting opportunities that are both meaningful and manageable.

Aims:

We aim to:

- Provide consistency and continuity in providing feedback throughout the school so that the children have a clear understanding of their individual strengths and areas for development
- Use the marking system as a tool for effective formative assessment
- Improve standards by encouraging children to give their best and improve on their last piece of work
- Develop children's self-esteem through praise and valuing their achievements
- Create a dialogue that will aid progression
- To involve children in reviewing their own work and setting future targets
- To allow teachers to plan learning opportunities which accurately reflect the needs of each child and which take them onto the next phase of their learning

Processes

Teachers

1. Provide well considered intervention to prompt deeper thinking, and swiftly address misconceptions during lessons. This takes the form of verbal feedback and occurs through effective questioning to clarify or refocus tasks and enquiry, mini plenaries and mid-lesson adjustments. It may also be verbal feedback given during a 1:1 learning conference with a pupil or in on a group basis. For younger pupils in the EYFS this can be noted down to record the feedback and response process.
2. Mark and assess the learning in books and provide targeted feedback either verbally or in written format. Written feedback may be in individual books or if it is being provided to a group of children it may be on flip charts, class whiteboards or interactive whiteboards. Teachers use their professional judgement to decide what the best method of feeding back to children is.
3. Dedicated Time is provided for high quality verbal feedback / additional teaching

Maths – Assembly time is set aside on Monday, Tuesday, Wednesday and Thursday for teachers to work with children who have not understood the learning in the previous lesson and need additional teaching.

Writing – Children in years 3 – 6 have fortnightly writing workshops whilst half the class are enjoying swimming lessons. This time is specific time for teachers to work closely with key children who need that additional support.

What are children's role?


1. Children are expected to listen to / read feedback and act on it by either responding using a green pen and or focusing on their target in future lessons.
2. Children are provided with opportunities for high quality self and peer assessment so that they become an integral part of the learning and reflecting process.

Procedures for marking written work

- All marking is to be carried out in red pen.
- All marking is to be done in clear and legible handwriting, aligned to the school handwriting script.
- When identifying specific success, the respective work in the pupils' book will be identified in a yellow highlighter. Teachers use their professional judgment when deciding how much work should be highlighted but the focus is on identifying the very best examples that meet the learning objective.
- When identifying an area for specific improvement the respective work in the pupils' book will be identified in a green highlighter. Teachers use their professional judgement when deciding how much work should be highlighted for needing improvement but the focus is on the learning objectives and in literacy lessons the non-negotiables e.g. use of full stops and capital letters.
- Where necessary, further feedback will be written in their book or given verbally for individuals and/or groups.
- Where a child is required to respond to the feedback, they will do so with a green pen.
- When developmentally marking writing, attention should be given to spelling of high frequency words and topic language, grammar and punctuation in line with the stage of development of the individual and strategies used to support their development. (See appendix A)
- Where the spelling of more challenging words is incorrect, the teacher will correct it and the child will repeatedly copy that word 3 times.

Procedures for marking maths work

- All marking is to be carried out in red pen.
- All marking is to be done in clear and legible handwriting, aligned to the school handwriting script.
- A tick is used for correct answers and a dot is used for mistakes.
- The following code is used to provide guidance for children who have made mistakes but who the teacher feels is nearly there with their learning



Maths Marking Symbols to help us understand where we have made a mistake

Working out Error. WO	Presentation. PR	
Choice of Operation. O	Place Value Error. PV	Check Answer. CA
Read the Question Carefully. RQ		

- Where necessary, further feedback will be written in their book or given verbally for individuals and/or groups.
- Where a child is required to respond to the feedback, they will do so with a green pen.

Guided Reading and Foundation Subjects (Science, Humanities RE)

Work recorded in foundation subject books should follow the same guidance as other books with children given appropriate feedback with teachers using their professional judgement to decide on the best method e.g. verbal or written. Children should use green pen to respond to feedback.

Self-marking/self-assessment

Some children may sometimes be encouraged to mark their own work under the teacher's supervision. Children may also self-evaluate their learning by identifying their own successes and looking for an improvement point. The plenary may then focus on this process as a way of analysing what the children can/cannot do. At the end of some written activities, teachers may sometimes ask the children to indicate how they feel about their work (e.g. thumbs up to indicate understood task, thumbs down if not, etc...). This may help to inform the teacher of what has been understood or not understood.

Peer Marking

Peer marking can be an effective strategy for feedback for children. It will usually take the form of when a child needs feedback for a particular piece of work which has a right or wrong answer e.g. spellings, times tables etc. This is then looked at by the teacher to check there have been no major misconceptions.

SEN and Inclusion

Effective feedback and marking must be accessible to all pupils and will reflect their individual needs and abilities. This may mean writing comments for specific pupils in an accessible colour, it may mean support pupils to read comments, it may mean recording verbal feedback and response. Such requirements should be identified in a pupil's Support Agreement as required.

Next review

This policy will be reviewed in the Autumn 2018

Appendix A Editing Policy

When using this code marks should be made in the margin on the line where the error is. Children need to find the error and should not be shown where it is.

Symbol	Target/Instruction
©	Capital letter missing
FS	Full Stop
sp	Spelling Mistake
Λ	Word is missing
//	Begin new paragraph