



Feedback Policy

Policy Reviewed	Next Review Due
November 2020	November 2023

Feedback Policy

This policy should be taken and used as part of Spaxton Church of England Primary School's overall strategy and implemented within the context of our vision, instrument of government, aims and values as Church of England Primary Schools. All staff will provide feedback on progress to pupils, staff and parents.

The Purpose of the policy

The purpose of this policy is to make explicit how the teaching team provide feedback on children's work. All members of staff are expected to be familiar with the policy and to apply it consistently.

The aims for our feedback policy

It is important that the teaching team provides constructive feedback to children, both written and orally, focusing on success and improvement needs against progress targets. This enables children to become reflective learners and helps them to close the gap between what they can do currently and what we would like them to do.

Pupil information

Objectives, success criteria or Bloom's statements are to be shared with the pupils at the beginning of the session (Session refers to the period of time that topic/area of learning will be covered, not lesson time). Success criteria are sometimes differentiated to expected outcomes of the children. This information helps the children to do their best and to focus their attention and efforts.

Feedback

In Foundation Stage and Key Stage One much feedback will mainly be verbal. In Key Stage Two verbal feedback is given when appropriate. Work will be discussed with the child in a way which gives them information on achievement and next steps. These next steps may be given in the form of questions based around Bloom's (see Appendix A). Where appropriate a lesson objective or success criteria may become a heading in the child's work.

Marking/feedback codes

Spaxton School offers all staff a menu of options when wanting to feedback to the child regarding their learning journey and their next steps. These can be:

Levels of independence	(i) Independent following a programme of work (VF) verbal feedback given – this is not necessary as the assumption is that VF will be the default way to communicate with the child.
Adult support	(T) Teacher (TA)
Now and next	Pink highlighter to show an impressive sentence Green highlighter to prompt the child to consider the sentence and improve it
Attainment	Learning objective to be ticked if LO achieved with the option of a positive comment related to the LO if necessary. If an extension task is given this should be clearly identified.

Next Steps	N➤ with a sentence explaining how the work could be improved and what the teacher will be looking for next time.
Effort	Dojo points and stickers
Corrections KS1/2	<p>Spellings – choose maximum of 3. Mark 'sp' at the end of the line and underline the word to be corrected.</p> <p>A dot to show an incorrect answer</p> <p>(P) to show punctuation error</p> <p>(G) to show a grammar error</p>
Children's self evaluation	<p>on work – comments</p> <p>in class – thumbs up, level or down</p> <p>child/teacher conference – discussion</p> <p>children to self-edit work using a coloured pencil/pen</p> <p>children identify potential spelling errors with by underlining the word with a wiggly line</p>
Pens	Teachers mark in a pen that is colourful so it can be seen easily in the child's work. (Green/purple/blue)

There are no preferred methods to feedback. All staff will use their professional judgement as to how they feedback to the child considering the most appropriate method on that single occasion.

Monitoring and evaluating this policy

This policy will be monitored through further consultation of staff and through the planned reviews.

Children's workbooks will be monitored by the SLT group and subject leaders, with written and verbal feedback given to individual members of staff.

Where appropriate, subject leaders will highlight good practice and areas for development, in a summary document, for all staff to consider and discuss.

Subject leaders will monitor subject specific marking as part of their monitoring role.

Appendix A

Bloom's Taxonomy Question Stems

<u>Remembering</u> Factual answers, recall and recognition of knowledge.	What are.....? Who is.....? How many.....? When did.....? Where are.....?
<u>Understanding/Comprehension</u> Rephrasing and interpreting information to show understanding.	What does it mean? What is the point? Can you explain.....? Why? Why was/did?
<u>Application</u> Apply knowledge to a new situation or experience.	How can we use it? Is this an example of.....? Would it work with...? Can you show me how...? Could there be a different way to...?
<u>Analysing</u> Can break into parts to examine more closely and understand relationships.	How are they similar? How does it work? Is it the same as...? What do you notice? How would you sort?
<u>Evaluating</u> Making judgement and assessment and coming to a conclusion.	What is the best..? What do you prefer? Why should we...? What do you think of...? Would it work with a different/if...?
<u>Creating</u> Combine information to make something new using everything you have learnt.	How could we..? Could we link...? What would happen if...? What would you have done...?