

**Riston Church of England
Primary Academy**

Feedback Policy

Signed: _____

Policy confirmed by the *Governing Body of Riston Church of England (VC) Primary Academy* on:

Date:

Date:

Review Period: Every 3 years

Review Date: October 2024

'TOGETHER WITH GOD, WE LOVE, LEARN AND GROW'

Policy Statement

Our vision at Riston Church of England Primary Academy is to create an environment where children and staff feel loved and are happy. We guide our children to become confident, independent and resilient young members of society.

We enable our children to support and respect others beliefs and backgrounds knowing we are all children of God and created in his image. We help our children to develop a good knowledge and understanding of keeping safe in the wider world and protecting themselves from potential harm. We aim for all our children to make a positive contribution to the community and wider society.

We encourage our children to have high hopes, feel happy and confident to take risks. We foster perseverance and courage in all areas of life.

Introduction

At Riston CE Primary Academy we believe that high quality, consistent and timely feedback, enhance children's learning by engaging the children as active participants in their learning and by providing personalised help and guidance.

Rationale

The school will offer a caring, Christian, supportive and disciplined framework to enable the children to achieve their potential from the provision provided. This will be in line with the fundamentals of the British values.

The Principles that guide the school's approach to feedback

As stated in the Educational Endowment Foundation research:

"Before providing feedback, teachers should provide high quality instruction, including the use of formative assessment strategies.

High quality initial instruction will reduce the work that feedback needs to do; formative assessment strategies are required to set learning intentions (which feedback will aim towards) and to assess learning gaps (which feedback will address)."

Feedback should:

- Be manageable for the teaching team
- Be accessible to the children
- Relate to the learning objective, a particular skill for learning or ongoing targets
- Involve the staff working with the children
- Give recognition and praise for achievement or effort
- Provide clear strategies for improvement
- Include time for children to read, reflect and respond to feedback where appropriate
- Cater for individual learning needs
- Be completed as soon as possible, including face-to-face feedback and peer to peer feedback
- Inform future planning
- Use consistent codes (Appendix 1).

- Be seen by children as a constructive approach to guide and improve their learning
- Involve dialogue between teacher and pupil while the task is being completed.

The effect of feedback on attainment

Research has shown that consistent and effective marking, as documented in this policy, has a significant impact on raising achievement. This is particularly apparent when deliberately linked to the target setting, assessment and planning cycle. There should be regular comments in books and work files that explain what pupils need to do to move on in their learning. Work will be marked promptly and before the next lesson.

The methodology of marking children's work

As a school, both verbal and written feedback are highly valued as both help to move learning forwards.

Verbal Feedback

Verbal feedback is when a member of staff or a working partner discusses a piece of work with the child. It is a valuable form of feedback for all children (regardless of age or ability) as it is immediate, personal and focused and allows for a more in depth discussion to take place. It also encourages interaction between the child and the supporting member of staff and, where appropriate, between peers.

A record will be kept of when verbal feedback has been given, using the agreed notation in the attached Appendix 1.

Written Feedback

Will be used in a timely manner as decided by the teacher. It will focus on the task, subject or self-regulation and will then be responded to by the pupil in blue pen.

Feedback in the Early Years Foundation Stage

In the Foundation Stage, the majority of marking and feedback will be provided verbally and is reinforced through:

Written annotations, short and narrative observations
 Annotation of work and photographs by staff
 Oral dialogue with children about their play, work or special books
 Comments on Tapestry

Basic requirements of feedback

In KS1 and KS2 the date and learning objective will be at the top of each piece of work.

In every set of core subject books you will see:

A clear learning objective
 Comments which are accessible to the children and age appropriate
 Comments that provide clear strategies for improvement
 Comments which cater for individual learners' needs
 Children responding to ways forward in blue pen
 Evidence of peer and self-assessment
 Self-assessment, in blue pen linked to the LO in core subjects

A consistency of codes across phases

Spelling corrections with 'sp' above the word. Misspelt words will be written out by the teacher in green and again by the child in blue pen. These will be based on the age and stage of the child.

Quality Feedback

Every piece of written work will receive feedback.

This includes:

A short acknowledgement that the work has been attempted and seen by the teacher. The LO will have one, two or three stars with a comment or tick. This may include:

A short comment relating to the learning objective
e.g. 'Great use of brackets'

Teachers will focus first and foremost upon the learning objective of the task. The emphasis should be on both successes against the learning objective and/or the improvement needs of the child.

Formative feedback and children's response to the comments

When a piece of work has received written feedback, children will then be given sufficient time to read and consider the feedback provided. If they are unclear, they will be encouraged to ask for clarification.

Feedback given by members of the teaching team other than teachers

Where a member of the teaching team other than the class teacher has been involved in the child's learning, the work should be marked 'S' and commented on where appropriate.

All teachers or HLTAs who teach classes in the school are responsible for giving feedback for the work carried out in that lesson. Supply teachers are responsible for feedback during their teaching. All supply teachers should mark work with 'Supply' in the top left hand margin.

Peer Marking

Pupils becoming more independent in their learning or sharing their learning with a peer is a great contributor to progress. All children should be encouraged to self-evaluate regularly in order to identify their own successes and look for any improvement points.

Children should also be given the opportunity to evaluate the work of their peers and provide suggestions for improvement.

There is a 'Riston Peer Assessment' grid for use by all children and this assists in how to edit and improve their work.

Monitoring and Evaluating this policy

This policy will be monitored in a number of ways and reviewed by the Governors periodically. Children's books will be monitored by the SLT, team leaders and subject leaders, with feedback given to members of staff where appropriate.

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

Where appropriate, good practice will be highlighted and areas for development discussed with the staff.

Appendix 1

Codes

Code	Explanation	Code	Explanation
I	Work was independent	*	Objective was not achieved and more support will be given.
VF	Verbal response and keyword	**	Objective was nearly achieved.
//	New paragraph starts here	***	Objective was achieved
S	Work was supported.	****	Objectives achieved and further understanding demonstrated by the child.
	Wish - way forward.	(Maths specific) ✓ ●	Correct Incorrect

Spelling check -----	<ul style="list-style-type: none"> Underline the incorrect spelling in green pen A maximum of 3 words, appropriate to age and ability to be corrected In KS1: correct spelling to be practised 3 times at the end of work FS/Y1: the teacher follows up common errors, e.g. high frequency words KS2: the incorrect spelling marked with sp above it and the teacher to write the correct word in green pen below the work. The child writes the correct spelling beside a blue pen.
Punctuation Green pen	<ul style="list-style-type: none"> Incorrect punctuation, capital letters, full stops, apostrophes, inverted commas, commas, etc. Correct punctuation to be added by the teacher or the child or followed up in response time.
Grammar check	<ul style="list-style-type: none"> Incorrect meaning, wrong meaning (e.g. they is, their/there/they're, could of, etc. This section will be highlighted by the teacher. Corrections may be added by teacher as appropriate.

