



Greatwood Community Primary and Nursery School

FEEDBACK POLICY

Name of school	Greatwood Community Primary and Nursery School
Date of policy	November 2021
Member of staff responsible	JY
Review date	November 2022

Introduction:

'The dialogue between pupils and teacher should be thoughtful, reflective and focused to evoke and explore understanding. It should be conducted so that all pupils have an opportunity to think and express their ideas.'

(Black and William 1998, Inside the Black Box, Raising Standards Through Classroom Assessment. P12)

'Feedback is one of the most powerful influences on learning and achievement'

(Hattie and Timperley 2007, Review of Educational Research March 2007, Vol.77, No1, pp.81-112)

This policy has been developed by the Teaching staff members of Greatwood Community Primary and Nursery School and driven by a 'Steering Group.'

Staff will use their professional judgment when giving feedback. They will take into account the subject, the lesson type and the pupils individual needs when considering what type of feedback will be given.

Feedback Policy Aims:

1. Most importantly to ensure that feedback at Greatwood is making a significant difference to pupil progress.
2. To ensure that there is a consistent approach to marking at Greatwood Community Primary and Nursery School.
3. That all staff are aware of the non-negotiable expectations.

Verbal and written feedback:

Our verbal and written feedback will always be encouraging and supportive. We will always ensure that it is clear to the child what they have done well and why. Wherever necessary, teachers will give action points for the children.

Teachers will allow time wherever necessary for the children to respond to feedback.

Processes:

1. Light touch feedback. Recognising effort, success and drawing attention to any issues with basic skills.
2. Developmental feedback / Feedback for improvement. Feedback on attainment and success is given and response from pupils is required to strengthen learning and to accelerate progress.
3. Self-assessment and Peer assessments. A strategy to be used at the Teachers discretion to accelerate and consolidate learning.
4. Teachers' intervention. Verbal feedback and questioning to prompt deeper thinking, address misconceptions and to clarify or refocus tasks.

Non-negotiable expectations:

All adults must ensure that their written feedback follows the Y4 Age Related Expectations for handwriting, grammar and punctuation:

Increase the legibility and quality of handwriting: down strokes of letters are

parallel and equidistant; lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch.

Light Touch Feedback

- All work will have feedback.
- Feedback will be encouraging and supportive as a result of awarding stickers/stamps where appropriate.
- Light touch marking does not require a developmental comment and a response.
- Light touch marking must be encouraging and supportive.
- Basic skills errors need to be identified and children are expected to respond.
- In maths where possible marking should be done alongside the child as a form of diagnostic assessment.

Developmental Feedback

- At team planning sessions (staff meetings) pieces of work will be identified for developmental marking. These pieces of work will be chosen for their developmental potential.
- Feedback must make children aware of what they have done well.
- There must be a comment to promote improvement.
- The comment for improvement will follow the CCC approach. (either a correction, consolidation or challenge)
- Children will respond to the comment either on that piece of work or the next as appropriate.

Self-Assessment and Peer Assessments.

- When giving feedback with a partner both children should be roughly the same ability or just one step ahead or behind.
- Each child needs time to reflect on and check their work before their partner sees it.
- Children need to be clear on the success criteria for the learning intention.

Codes for Feedback

Symbol	Meaning
--------	---------

√	Correct
.	Incorrect-a correction needs to be made
VF	Verbal feedback
Sp	Spelling mistake/correction
Λ	Missing Word
C √	Correction has been made and is now corrected
S	Support given
R	A response is needed from the children in purple pen
I	Independent
Feedback to be written in Black Pen	
Written feedback at the discretion of the teacher ie: Capital Letters	
Children will respond to marking	
Children will edit their work in Purple Pen	
All corrections made by children will be acknowledged by the adult using black pen	
Children will re-write spellings out neatly three times at the bottom of the piece of work	
Stickers, Gold Stars, Stamps and certificates will be used to celebrate achievements.	

Responsibilities

It is the responsibility of all staff members to ensure that this policy is consistently carried out. It is the responsibility of SLT to monitor the consistency and impact of feedback within their teams. It is the responsibility of the Headteacher to ensure that effective marking and feedback is monitored and evaluated as part of quality assurance of teaching and learning and that Governors are able to challenge school performance.

