

**Feedback Policy**

The principle and purpose of feedback is to improve the quality of the child's learning. The audience of the feedback is the child. Feedback refers to both oral and written responses to children's learning.

**Practice:****Effective feedback must:**

- be based on accurate assessment
- recognise success
- identify areas for improvement

**Effective feedback will:**

- be incorporated during lessons
- guide children as to how they can improve
- allow time for children to respond to feedback
- define the exact place of success or improvement
- use language appropriate for the child
- be specific, clear and concise
- focus on the learning not the learner

**Children will:**

- be taught how to assess their own work and do this regularly
- use green pen for improvements
- acknowledge and act on teacher feedback

**Teachers will:**

- provide appropriate feedback to all written work
- write in purple pen
- model school handwriting style
- identify no more than 3 spelling errors (within the child's grasp)
- use school marking code

**Other adults working in class will:**

- acknowledge written work (with a stamp or initials)

*Please refer to school marking codes and the exemplification and guidance for further detail.*

**Our consistent approach**

- We write the Learning Objective (LO) on the board and on slips which are stuck into children's books.
- We share the success criteria with the children (or if appropriate, we may ask them to construct these themselves). These are also included on the LO slips and should be ticked as addressed by the children.
- When a child has achieved the LO of the lesson, we tick and initial next to it.
- Children colour in the relevant face on the slip to indicate if they think they have met the LO.
- If a child has achieved the LO at the end of the lesson, our marking comment (if it is appropriate to make one), should move their learning forward. If they have struggled to achieve it, then our marking comments should give ideas and suggestions about how they could have improved and changed their work in order to have achieved the LO.
- Our marking comments and feedback are appropriate for each child, taking into consideration each individual child's level of knowledge and ability. (For example, we would demonstrate what an improvement would look like and/or give verbal feedback to an emerging reader or a child with limited English, restricted vision or poor/underdeveloped reading skills.)
- Marking is always completed either during or soon after the lesson, so that it is relevant and meaningful to the children.
- We routinely give children time to read and to act upon their marking comments. Children in Year 1 use a smiley face to show that they have had time to reflect on the teacher's comment.
- Where possible, we try to mark alongside the child, and read what we are writing aloud to the child, to reinforce their understanding.
- Some pieces of work in literacy will be significantly marked throughout the year (the quantity of these will increase steadily throughout Key Stage 2). After the teacher has marked these extended pieces of work, during the next lesson we will ensure that our children are given time to reflect on the comments and edit the writing appropriately.
- We use the information gained through marking to adjust our plans for the next lesson in this subject. For example, phonic misconceptions should be addressed through daily phonic sessions. We may also use this information to group children differently in the next lesson, e.g. to reinforce or to extend their learning.
- When making marking comments, adults model legible handwriting and correct letter formation.
- Marking comments are written in purple pen.
- Children's responses to marking comments and improvements to their work are written in green pen.