



## **Lees Hill C of E Primary School**

### **Feedback Policy**

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**POLICY ADOPTED BY FULL GOVERNING BODY: October 2018**

**Name:** Mary Alston

**Position:** Chair of Governors

**Next Review Date:** October 2020

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#### **Why do we mark children's work?**

- To check how far the children have met the Learning Objective and success criteria of the lesson;
- To identify achievement;
- To identify key priorities for improvement;
- To value the children's work by celebrating success and raising expectations for future success, by giving the children a clear picture of how far they have come in their learning journey, advising them on the next steps needed to improve and develop their learning further;
- To check accuracy and presentation;
- To build up an evidence base of knowledge, skills and understanding with a view to supporting progress and informing planning, teacher assessment (summative/formative) and reporting to parents;
- Check knowledge, skills and understanding;
- To help children to appreciate the specific skills they are developing in order to use and apply these skills in other concepts.

#### **How and where do we evidence children's success?**

- Within each child's work;
- The teachers' comments, verbal or written;
- The way in which each child has implemented their teacher's next steps;
- Within each child's own evaluative comments on their work and each others';
- Progress made as the child moves through the school year;
- The development of skills;
- The transference of skills across the curriculum.

#### **Who is the marking for?**

- Children;
- Teachers;
- Parents;
- Governors;
- OFSTED.

#### **Children's self-evaluation/peer-evaluation**

- Children reflect upon their own learning during a lesson or completion of a task.
- Children use 2 stars and a wish when reflecting upon their learning.
- Peer feedback is used to scaffold learning.

### **What will our marking look like?**

All marking is to be completed in either pencil. The following symbols are indicators towards the degree of help given.

T = teacher support given

TA = teaching assistant support given

I = independent work

E = equipment used

VF will indicate that verbal feedback was given and outline the comments.

Supply teachers are not expected to mark children's work but may leave a comment for teachers on a separate sheet of paper.

Not all written work will be formally marked.

### **Informing Children**

First and foremost, the marking must be against the learning intention of the lesson and/or children's targets e.g:

**Learning Objective:** To be able to use conjunctions.

**Teacher's Comment:** "You have used some excellent conjunctions, but remember to use a wider range of time connectives next time, such as *Eventually, Finally, Meanwhile.*"

Children themselves will have a view on how well they have achieved the lesson objective. It is important that children appreciate that this related to their learning and how well they have learnt, i.e. *Have they met the success criteria? NOT Have they enjoyed the lesson?*

The Learning Objective should be verbalised and displayed to the children.

The Learning Objective should be in language appropriate to the stage of the children.

The Learning Objective should be evident in the child's book at the start of a piece of work. This could be through the use of a label, written by the adult in the book or on worksheet or written independently by the child, depending on the child's ability.

Basic skills will be commented on, where appropriate.

### **Target Setting**

Children in FS/KS1 and KS2 will agree their targets for improvement for both English and mathematics with their class teacher at regular intervals. Targets will be displayed for children to see:

- KS1 in the classroom
- KS2 in the children's books

### **Agreeing the success criteria (WILF) in order to achieve the L.O.**

Once the children have understood the L.O. they are to be included in deciding what the success criteria should look like. This will be a tick list of what they need to do in order to achieve the L.O. The success criteria should be displayed throughout the lesson for the children to check their work against.

### **Informing Teachers**

At the end of each half term, the statements will be used to assess learning against the end of year expectations. One of the important aspects about assessing the work is that the level of challenge and expectation is sufficiently rigorous. The key skills statements are crucial and are therefore a starting point for the teacher in planning the next piece of learning.

### **Types of written feedback**

- Secretarial – where only a “tick” is needed to show the child that you have read their work. This kind of feedback is valuable when some oral feedback has taken place alongside this.
- Stars and a Wish is a marking strategy to be used by teachers when assessing pupil achievement against the learning objectives in children’s written work. This kind of marking is intensive and as such need as appropriate in KS1 and KS2.
- Work is marked using a traffic light system. Red/pink - stop and move on, amber/yellow – think, green – keep going.
- Areas of the child’s work that shows they have achieved the L.O. can be highlighted in pink so that they know what “good” looks like.
- Areas of work that show that the L.O. was achieved but with some support can be highlighted yellow/orange.
- An area for improvement should be highlighted in green.
- At the end of the child’s piece of work should be a scaffold for the child to improve their work. The amount of support for the scaffold will depend on the child’s ability.
- Five minutes should be planned into the start of the next lesson for feedback and time for the child to make their improvements.

### **Feedback in EYFS**

This will usually be verbal and immediate. Notes on evidence will support staff in their on-going assessment of a child’s progress.

### **Monitoring and Evaluating this Policy**

This policy will be monitored through further consultation of children, staff and parents through the planned monitoring reviews. Feedback will be given to governors on a regular basis.

The Governing Body will review this policy every 2 years, or sooner, as necessary.

