



# GILLINGSTOOL PRIMARY SCHOOL

*Inspire ~ Believe ~ Achieve*



## FEEDBACK POLICY

Signed ... 

Name: Dave Llewellyn

Chair of Governors

Date: October 2022

Signed  .....

Name: Caroline Carter

Headteacher

Date: October 2022

## Rationale

At Gillingstool School the way in which feedback is given will reinforce that child's view of their work and the importance placed on it by the teacher. Feedback must be functional, effective and efficient and will not always be written.

## Purposes

- To support children to improve without loss of self-esteem
- To encourage children to reflect on their work in a positive manner as well as looking for areas for improvement
- To identify next steps where appropriate
- To ensure that there is an opportunity for a shared and supported dialogue between the teacher and the child
- To monitor a child's progress

## Guidelines

- Opportunities for verbal feedback during the lesson should be used as much as possible and indicated with **VF**.
- All work should be reviewed by the teacher either during or after the lesson; Maths and English should be reviewed daily, Science, Humanities and RE following the weekly lesson.
- The LF will be highlighted in green if the learning objective is achieved – solid if achieved and dashed if not fully achieved or not achieved independently. An un-highlighted LF suggests the child has not grasped the area taught.
- Positive feedback will be given verbally or through highlighting of the LF. Positive comments will not be written.
- It is not expected that every piece of work will have a next step.
- Next steps may be taught to the whole class at the beginning of the next lesson or be carried forward to a guided group or intervention as appropriate.
- Written next steps should be used necessary.
- Next steps should be provided on a feedback sticker and should fall into any of the following categories as appropriate:
  - ❖ To extend the child's learning or reasoning;
  - ❖ To identify misconceptions or errors;
  - ❖ To providing a specific follow up task.
- Feedback stickers may be differentiated to meet the needs of individual children if appropriate.
- Opportunities for peer and self-marking to be used when appropriate.
- Self-marking in maths is expected as standard from Summer Term Year 2 upwards.
- Pupils should self-mark in purple pen.
- Supply teachers to write **supply** on work they have taught and reviewed.
- Teaching Partners should **initial** work they have taught and reviewed
- If a teacher provides any written feedback a professional standard of presentation must be maintained at all times. It is important that the teacher's handwriting and punctuation exemplifies the standards being asked for.

**Specific age-appropriate and subject specific guidance is provided below.**

### **KS2 Feedback – English**

- Steps to Success (linked to success criteria) will be used in extended writing to support learning.
- For extended writing, children will self-assess themselves against the WILF checklist.
- When verbal feed-back is given, it should be identified by **VF**
- A pink ladder **H** will be used to show next steps.
- Pupils to use purple pens when self-marking or responding to marking or editing.
- Purple Polishing time will be provided daily.
  
- For all end of unit pieces and big writes **Four Quarters Marking** will be used.

#### **Four Quarters Marking**

- Teacher marks 25% of the final piece in detail;
- Teacher skims 25% of the final piece and marks briefly;
- The child works with a peer to peer mark and edit 25%;
- The child self-assesses and edits 25%
- Green highlighter is used to show positive feedback whilst pink pen is used to identify areas for improvement on the 50% which is teacher marked.
  
- Teachers will support children still developing their phonic knowledge by continuing to use the KS1 marking code.
- When working with a guided group, TPs are expected to highlight the LF and provide verbal feedback to both the children and the teacher.
- Work completed in a guided group with the teacher or TP will be identified with **GG**.
- Supported work by the teacher or TP will be identified with an **S**.

### **KS2 Feedback - Maths**

- Self-marking in maths is expected as standard.

### **KS2 Feedback - RE/Science/Humanities**

- Work should be margin marked with a focus on the correct spelling of key subject specific vocabulary, LFs and dates.
- Feedback should be in the form of a feedback sticker which can be differentiated if necessary.

## KS1 Feedback - English

- Steps to Success (linked to success criteria) will be used in extended writing to support learning.
- For Immersion, Innovation and Invention writing, children will self-assess themselves against the WILF checklist.
- When verbal feed-back is given, it should be identified by **VF**
- A pink ladder *H* will be used to show next steps.
- Pupils to use purple pens when self-marking or responding to marking or editing.
- Purple Polishing time will be provided daily.
  
- For all end of unit pieces and big writes **Four Quarters Marking** will be used.

### **Four Quarters Marking**

- Teacher marks 25% of the final piece in detail;
- Teacher skims 25% of the final piece and marks briefly;
- The child works with a peer to peer mark and edit 25%;
- The child self-assesses and edits 25%
- Green highlighter is used to show positive feedback whilst pink pen is used to identify areas for improvement on the 50% which is teacher marked.
  
- When working with a guided group, TPs are expected to highlight the LF and provide verbal feedback to both the children and the teacher.
- Work completed in a guided group with the teacher or TP will be identified with **GG**.
- Supported work by the teacher or TP will be identified with an **S**.

## KS1 Feedback Code

- Incorrect spelling of common exception words/tricky words will always be identified with straight pink underlining. Children will use a spelling mat to correct on the line above.

wet

- A decodable word which is incorrectly spelt will be underlined with a pink wavy line and the sound buttons added for the children to correct.

ran

- Missing punctuation will be identified by a pink inverted arch.



- A missing word will be identified by a pink arrowhead.



- A missing capital letter will be circled in pink.



- An incorrectly placed capital letter will be circled and struck through.



### **KS1 Feedback - Maths**

- Self-marking in maths is expected as standard from Year 2 Summer Term.

### **KS1 Feedback - RE/Science/Humanities**

- Work should be margin marked with a focus on the correct spelling of key subject specific vocabulary, LFs and dates.
- Feedback should be in the form of a feedback sticker which can be differentiated if necessary.

### **EYFS Feedback**

- It is recognised that the majority of Early Years assessment will be via observation and the teacher will record evidence appropriately.
- The LF (Learning Focus) is evident at the beginning of each piece of work.
- All marking should be dated and initialled (including Teaching Partners and students).
- Feedback will be in pink pen.
- If at all possible, marking should be done with the children and verbal feedback, comments and exchange undertaken. **VF, S** or **I** (independent) to be used.
- Feedback should be positive, supportive and used to build confidence.
- Feedback may be pictorial if appropriate.
- Stickers may be carefully used to support learning if felt appropriate.
- From Term 3 onwards, non-negotiable stickers are to be used for writing tasks.

### **Conclusion**

At Gillingstool School every effort will be made to not only value a child's work through praise and recognition, but also through pertinent and constructive feedback to enable the child to develop in their learning.