

## FEEDBACK POLICY

### MISSION STATEMENT

**Our school is at the centre of our local community and provides a safe and nurturing environment where everyone develops a sense of self-worth and achievement. We believe that every person matters!**

### ***Aims and Objectives***

It is vital that feedback is used to effectively enhance the teaching and learning taking place within each teacher's classroom. This policy has been formulated in consultation with all staff to provide a framework of consistent approach to marking at Brookvale Primary School.

The core aims and objectives of the feedback to children about their work are:

- To provide opportunities to give praise and encouragement and to show we value their work.
- To motivate children to want to produce high quality work and make progress.
- To improve future performance through approval of good work and by identifying where children can improve their work.
- To allow children to build up a realistic picture of their strengths and areas for development and foster a culture whereby it is okay to make mistakes, but then learn from and remedy them.
- To help children improve their work through timely feedback and provide them time to make those improvements.
- Develop the children's skill of becoming self and peer markers.
- To communicate with other parties, including parents, that the work has been completed and evaluated.
- To assess whether teaching has been effective and inform the next steps of planning.

### **Aims**

- To mark with the children where appropriate.
- To provide a good balance of verbal and written feedback.
- To provide meaningful and positive written feedback.
- To mark all work in a legible style.
- To mark all work in a contrasting colour and mark with the same colour throughout the book.
- To use the child's name, when and where appropriate.
- To relate feedback to the learning objective/success criteria of the exercise where appropriate
- To use verbal or written comments to inform children about how to make improvements in future work or to address misconceptions in learning
- To provide positive feedback through verbal and written methods including ticks, stamps and stickers and house points
- To encourage self, peer and group evaluation and to encourage children to respond to teacher comments.

## ***Marking Expectations***

Teachers will indicate the Learning Objective and Success Criteria at the start of each unit of work or daily, whichever is most appropriate, this will be recorded in children's books. Teachers will provide regular feedback to the children (written or verbal) to help them move their learning forward. Teachers will decide the best times to provide written or verbal feedback to children. Teachers will also decide when children peer and self-assess. It is important that effective feedback is provided to children which leads to an improvement in work and an increase in progress.

The following codes will be used to mark work.

LO ✓ once the work has been completed, this indicates that the learning objective has been met

LO- This indicates that the child has achieved some of the success criteria and has made some progress towards the learning objectives but not fully.

LO X – This indicates that the child has not met the majority of the SC and therefore has not understood and achieved the learning objective.

If LO X is given as a mark it is important that this informs planning for the next lesson or next time this area of focus is covered.

VF – indicates that Verbal Feedback was given to the child

PM-Peer marked

SM-self marked

PPA – indicates that the work has been marked by the PPA teacher

ST- indicates that the work has been marked by a supply teacher

Teachers will also use informal marking methods alongside these codes such as stickers, stamps, and house points. Teachers will use highlighter pens to indicate children's achievement against the learning objective and success criteria.

Green highlighter indicates a child has achieved an aspect of the success criteria.

Pink highlighter indicates an area or aspect of their work that needs improvement or that an aspect of the success criteria has not been met. Pink highlighting is also used when a task requires a response by a child.

As a result of verbal or written feedback, children improve their work in green pen so the improvements can be clearly seen by the teacher to aid the assessment process (From Y2 onwards)

There is no stipulated amount of written or verbal feedback that the teachers/teaching assistants need to provide to the children. This will be left to teacher discretion. However, written and verbal feedback are an important part of assessment at Brookvale Primary School and should be appropriate to the stage/age of the child receiving feedback (verbal or written)

Policy written Oct 2016

