



# **Clitheroe St James' Church of England Primary School**

## **Feedback Policy**

Last updated: September 2023

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## Statement of intent

At Clitheroe St James' Church of England Primary School, we believe that a comprehensive and clear marking and feedback policy is the key to helping pupils achieve and surpass their potential. This policy aims to give guidance to staff and provide a clear outline of the expectations in regards to marking and feedback. Teachers at Clitheroe St James' Church of England Primary School will ensure that all feedback and marking avoids negativity, and instead encourages learners to take part in a dialogue that improves their performance.

Signed by:

*J Leeming*

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Headteacher

Date: 4/9/23

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Chair of governors

Date:

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## **1. Legal framework**

1.1. This policy has due regard to all relevant legislation including, but not limited to, the following:

- Equality Act 2010
- Education Act 2002
- Data Protection Act 2018
- The General Data Protection Regulation

## **2. Roles and responsibilities**

2.1. The governing body is responsible for:

- The overall implementation of this policy.
- Ensuring that this policy does not discriminate against pupils, in accordance with the school's Equal Opportunities Policy: Pupils.

2.2. The headteacher is responsible for:

- Ensuring that teachers and other staff comply with this policy.

2.3. Teachers and other staff are responsible for:

- Adhering to the provisions outlined in this policy.
- Using the most effective form of feedback for the children in their class.
- Ensuring that feedback is acted on by all children in their classes and helps them to make good progress.

## **3. Why do we provide feedback to children?**

- To recognise, encourage and reward children's effort and achievement, and to celebrate success.
- To create a dialogue between teacher and child; and clear, appropriate feedback about strengths and further improvements in their work.
- To improve a child's confidence in reviewing, editing and improving their own work.
- To help pupils to develop an awareness of the standards they need to reach in order to achieve particular objectives of the National Curriculum.
- To identify pupils who need additional support/more challenging work and to identify the nature of the support/challenges needed.
- To inform curriculum planning.

## 4. Workload implications of written marking and solutions.

Marking has increased teachers' workload, without making significant positive impacts on children's learning. To improve outcomes and reduce teachers' workload we have;

- Developed strategies for **whole class feedback** – When reviewing books teachers will make notes on a feedback sheet to share with the children in the next lesson. Some children will still require **minimal written feedback** to support them, but the aim is for all **children to be active in improving their own work** after instruction by the teacher.
- Set a **marking code** so that teachers can use quick symbols to identify areas for improvement.
- Encouraged teachers to provide feedback to the children during the lesson through **live marking** of children's work. **Research shows that immediate feedback is much more useful for children and has much greater impact on progress.**

## 5. Expectations for marking and feedback

- Feedback must be **meaningful**: it must be linked to lesson learning objectives and help children to improve their understanding. This will vary by age group and subject.
- Feedback must be **manageable**: whole class feedback is used for most children, this feedback is matched to the needs of the children.
- Feedback must be **motivating**: it should help children to make progress. It is important to value a child's efforts and achievement and celebrate success.
- Feedback given to children can take the form of spoken, written, peer or self-assessment. Children use this feedback to make improvements in their work.
- Teachers must not accept work that children have not checked sufficiently and then provide extensive feedback. Children should be taught and encouraged to check their own work in an age appropriate way, so that they complete work to the highest standard.

### 5.1. Feedback may include:

- Mini- plenaries where the teacher responds to the needs of the class at any point in the lesson, sometimes redirecting, offering additional challenge or modelling.
- Live marking of children's work during the lesson.
- Self and peer assessment, including children marking their own work.

- Feedback at the start of the following lesson to address common errors and misconceptions.

#### 5.2. English and Maths lessons

- Live marking is **strongly encouraged** and should be done whenever possible to enable children to make corrections and improve their work within a lesson. Live marking also gives the teacher the opportunity to adapt their lesson to meet the needs of all the children.
- Children should mark their own work whenever possible and make any necessary corrections to their work in light of this marking. This may be particularly appropriate in maths lessons.
- All pieces of work will be reviewed by the teacher and **may** have some form of teacher marking where necessary, e.g. marking symbols and/or ticks.
- The teacher **may** complete a feedback sheet to review English/ maths books. The teacher will identify which pupils need more support in the next lesson or more challenge and records this on the grid. Any notes are for the teachers own reflection/ planning.

#### 5.3. Foundation Subjects

- Live marking is **strongly encouraged** and should be done whenever possible to enable children to make corrections and improve their work within a lesson. Live marking also gives the teacher the opportunity to adapt their lesson to meet the needs of the children.
- Children may mark their own work, making any necessary corrections to their work in light of feedback.
- All pieces of work will be reviewed by the teacher and **may** have some form of teacher marking where necessary, e.g. marking symbols and/or ticks.

#### 5.4. Work on Seesaw

- All pieces of work on Seesaw will be reviewed by the teacher or teaching assistant.
- Teachers will “Like” and/or “Comment” on each piece of work.
- When appropriate, work **may** be assessed against the learning objective using 1, 2 or 3 stars. This is for the teacher’s reference and is not visible to children on Seesaw.

#### 5.5. At the beginning of the next lesson

- The teacher **may** share their feedback with the whole class, with groups of children or with individuals, as appropriate. This may include explaining/ re-teaching aspects of the previous lesson, focusing on children’s misconceptions or moving children on in their understanding.







- Any feedback actions should be completed by children. In some classes this may be done in purple pen.
- Children should be able to talk about how they have improved their work in response to feedback.

#### 5.6. Home Learning

- Home Learning will be reviewed by the class teacher. This may be individually but may also occur in a whole class context, eg collective marking or quiz.
- Parents/carers are encouraged to discuss homework tasks with their children and provide relevant feedback whilst the tasks are being completed or after completion.

## 6. Marking Code

- Teaching staff have agreed the following Marking Code (see next page). This will be used in books **as appropriate**.
- The marking code will be introduced gradually to children throughout EYFS and Year 1. By the time children are in Year 2, they should be able to use the marking code to edit and improve their own work independently.
- The marking code will be shared with children and **may** be displayed in the classroom or stuck into books where the teacher feels this is appropriate.
- Children should be able to explain what the marking code symbols mean when they see them in their work.

<u>What I will see</u>	<u>What it means</u>	<u>Where I will see it</u>
SP	You have made a spelling mistake. Please write the word correctly 3 times at the end of your work.	In the margin, so that you can find the word you need to correct.
	This is the word you have spelt incorrectly. Please write the word correctly 3 times at the end of your work.	Under the word you have spelt incorrectly.
	You have missed some punctuation from your sentence.	In the margin, so that you can find the missing punctuation somewhere on the line OR where you need to add in the punctuation mark.
CL	You have missed some capital letters from your sentence.	In the margin, so that you can find where you need to put the capital letter.
V	Could you choose a better word?	In the margin, but I will underline the word you need to change.
//	You need to start a new paragraph.	In the margin.
?	This part of your writing doesn't make sense or I can't read what you have written.	Next to the section that does not make sense.
	This is a great word or sentence! Well done!	Where I think you have chosen a great word or used a brilliant sentence.
S	You have had some support with this piece of work.	At the top of the piece of work if you had help with all of it, or next to the section that you have had help with.
I	You completed this piece of work on your own.	At the top of the piece of work if you did it all on your own, or next to the section that you completed independently.
	You have met the Learning Objective and your work is the best you can do. Wow!	At the end of your work.
	You have met the Learning Objective and your work was presented well.	At the end of your work.
	You have completed the task, but you have not achieved the Learning Objective, or you could have done better.	At the end of your work.



