

# STRATFORD PRIMARY SCHOOL



## FEEDBACK POLICY

Date of Adoption and Approval by Governing Body	January 2022
Model Policy from WCC or School Own	School Own
Review Frequency	Annually
Date of Next Review	January 2023
Policy on Website	
Date Updated on Website	
Signature	Mrs L Withers
Date	January 2022

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## Stratford upon Avon Primary School

### Feedback Policy 2022

#### **Why do we need a feedback policy?**

The policy is designed to ensure that marking and feedback consistently provides evaluative and effective opportunities for children to develop and extend their learning and leads to impact and progress within the lesson and in future pieces of work in all subjects. Successful feedback and opportunities for children to assess their own and peers' work, lead to well-developed attitudes to learning, ensuring they become reflective learners and helps them to close the gap between what they can do currently and what they need to do to progress.

All members of staff are expected to be familiar with the policy and to apply it consistently.

#### **The Principles that guide our approach to Feedback.**

##### **Feedback should:**

- Be live and delivered at the point of teaching.
- Be manageable for the teaching team and accessible and meaningful for the children.
- Relate to the learning objective.
- Involve the teaching team working with the children.
- Give recognition and praise for achievement and clear verbal next steps for improvement.
- Allow specific time for children to reflect and respond to next steps.
- Respond to individual learning needs, taking opportunities to feedback face to face (live marking) where possible.
- Show pupils that their work is valued through stickers, stamps and highlighted examples.
- Provide ongoing assessment to inform future planning.

#### **Learning Objectives**

These should be clearly displayed at the start of a piece of work, after the date, and in foundation subjects will identify what lesson is being taught, e.g. **In PSHE, we are learning to... In History, we are learning to...**

In KS1, learning objectives can be pre-prepared by the teacher on labels/ strips of paper and placed into the pupils' book in the appropriate place.

In KS2, pupils can write their own date and learning objective, paying attention to accurate spelling and punctuation. Incorrect copying from the board should be addressed through live feedback.

For children with specific additional needs related to writing/ processing, learning objectives can be pre-prepared and stuck in books.

At the end of every piece of work, the teacher should tick the child's learning objective as recognition of the work being completed.

If a teaching assistant covers a lesson, the symbol TA should be recorded next to the learning objective as well as ticking the learning objective.

If supply cover has delivered the lesson, the symbol CT should be recorded next to the learning objective as well as ticking the learning objective.

### **Live Marking**

This is a verbal, developmental comment in relation to the learning objective that intervenes to support, consolidate, accelerate or challenge the child's learning.

Adults should green tick/ highlight examples where children are applying specific skills independently throughout a piece of work. Adults should not highlight all work but a quantity that demonstrates a secure level of understanding.

Whilst live marking, adults should first of all draw the children's attention to **ALL age-appropriate** spellings, grammar and punctuation errors and give them the opportunity to correct in purple pen. If there are still age-appropriate spellings, grammar and punctuation errors, these should **all** be corrected in red pen. (These corrections will be errors that staff would expect children to know, e.g. high frequency words, days of the week, reversal of digits etc.) It is important that whilst correcting the error using red pen, the adult explains the misconception to the child so that they can look to edit their work with a greater independence and develop their understanding.

By Year 6, in accordance with NC writing requirements, children are expected to identify spelling errors independently, therefore, from year 2 onwards, children will be guided to edit and proof-read their spelling and grammatical errors using purple pen.

For children with specific additional needs related to spelling, teachers will use their professional discretion and provide opportunity to practise spellings up to a maximum of three times in purple pen, e.g. they x 3 \_\_\_\_\_

Through live marking, we strive to change the mind-set of the child and encourage them to become more independent learners; self-checking and editing their own work regularly and before an adult. The child should be working harder than the adult.

Teachers should model high standards, ensuring they use neat and legible handwriting, modelling the school's adopted handwriting scheme, when correcting misconceptions.

Praise can be provided through stickers, stamps, verbal praise, WOW wall and house points/ dojos.

If all books have not been live marked during the lesson, an acknowledgement tick next to the learning objective will show that the work has been looked at by an adult and only if necessary, can be marked by the class teacher after the lesson for the pupil to address at the start of the next lesson. If a teaching assistant has delivered the lesson, an acknowledgement tick next to the learning objective will be recorded. There is no expectation for the teaching assistant to mark after the lesson.

**We do not write congratulatory comments in pupils' books/ instead a short comment is written linked to learning behaviours, e.g. super effort and resilience.**

### **Verbal Feedback**

Verbal feedback is part of the live marking process and is important in supporting pupil learning.

It is also particularly appropriate for speaking and listening or other activities where no written/concrete outcome is produced.

### **Presentation**

- The teaching team should expect high levels of presentation at all times.
- Work on all pages in the book.
- Write and underline the date and title; the date will be numerical in maths books.
- Use a black/blue handwriting pen, not biro, or a pencil to write.
- When children are demonstrating joined, neat handwriting a pen can be given to the child. If handwriting does not remain fluent and neat, the child can revert back to using a pencil.
- Errors should be crossed out using one, neat line.
- A ruler should be used to underline titles and sub-headings.
- Children will correct errors and respond to teacher feedback using a purple pen.
- In maths books, children should work on the left-hand side of the page, folding in half.
- In maths, children can use pens in maths in KS2 but pencil for drawings.
- In maths books, a ruler should be used to draw shapes, graphs and labelled diagrams.
- In maths books, when writing numbers one digit should be written in its own square.
- If work needs to be stuck into a book, edges should be trimmed and work should be stuck in neatly and straight. No logos should be visible.
- Presentation guidelines will be stuck in the front cover of all books (see appendix 1).

### **Self and Peer Assessment**

We want to encourage children to be reflective learners and to have a real grasp of their own strengths and areas to develop. By being involved in marking their own work, or by giving verbal feedback to a peer, based on clear success criteria, pupils can demonstrate a sophisticated level of understanding about the learning taking place in a lesson or over a period of lessons.

Teachers can use success criteria to support children in self and peer-assessment (see appendix 2).

Before peer marking should commence, children will be taught how to verbally peer mark and critique others' work. ***Children will not write comments in books.***

### **Extended Writing assessment tasks**

For extended/ lengthier pieces of writing, teachers will mark work against writing TAF's for their year group.

### **EYFS**

Assessment evidence should be collected and recorded against the Development Matters Curriculum and the Early Learning Goals.

Work should be marked following the marking policy.

### **Teaching Assistants**

Should follow the marking policy.

### **Supply staff**

Where external supply teachers have covered for a short period they should initial the page to indicate that it was not the usual class teacher. Long term supply teachers should adhere to the feedback policy.

### **Student teachers**

Where a student teacher is working with a class, they should mark work under the guidance of the class teacher and in line with the feedback policy.

### **Monitoring of feedback**

Feedback will be monitored by the Leadership team through book scrutinies and learning walks. During the monitoring cycle children will be selected at random by the SLT.

### **Moderation**

Subject Leaders will organise moderation on a regular basis, with the support of the SLT. Moderation will provide opportunities to share good practice and ensure parity in the way that the feedback policy is applied.

Teaching staff are expected to participate in Trust moderation meetings.

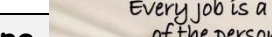
## Appendix 1

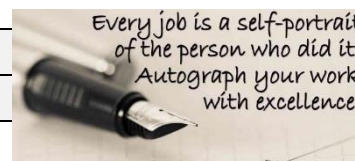
### Presentation Expectations

Date	<p>The long date is written for all work, except for in your maths book where the short date will be used.</p> <p>Monday 7<sup>th</sup> September, 2021 (Maths: 7.9.20)</p>
Title	<p>A learning to objective is written for all work.</p> <p><b>We are learning to accurately use possessive apostrophe.</b> <b>In History, we are learning to...</b></p>
Underline	<p>All underlining or lines drawn in this book are done so with a sharp pencil and ruler.</p> <p>Every date and learning to objective is underlined.</p> <p><u>Monday 7<sup>th</sup> September 2021</u> <u>We are learning to accurately use possessive apostrophe.</u></p> <p>The subject will be recorded within the learning objective in foundation subjects only, e.g. In Art, we are learning to... In Geography, we are learning to...</p>
Margins and tables	<p>Tables are drawn in this book using a sharp pencil and ruler (from summer of Y1 upwards)</p>
Worksheets	<p>Worksheets are kept to a minimum.</p> <p>If worksheets are used, they are trimmed neatly by an adult and NO logos visible.</p> <p>Any extra sheets are stuck in the book straight and within the confinements of the cover.</p> <p>Worksheets are never to be folded more than once.</p>
Mistakes	<p>Any mistake should be crossed out with a single straight line using a pencil and ruler.</p> <p><del>Setempber</del> September</p>
Editing	<p>Work will be improved from verbal feedback and red pen marking.</p> <p>Edits can be made above previous writing or an editing flap of lined paper can be glued over the top of a longer piece of writing that has been edited. Children will respond in purple pen (year 2-6).</p>
Front Covers	<p>Pupil name, Subject and year group to be printed on a sticker and stuck neatly on the front cover.</p> <p>No doodling on the front cover.</p>
Stationery	<p>In maths books, a sharp pencil is used in KS1 and a pen in KS2.</p> <p>Children can receive a pen when they are fluently and neatly joining.</p> <p>A pen will be replaced with a pencil if writing does not remain neat.</p>

Numbers

In maths books, there should be one digit per square.

11.06.21	We are learning to make patterns with shape		
Success Criteria:			
-I can identify the pattern			
-I can add the missing shape when turned			



## Appendix 2

<b>Tuesday 7<sup>th</sup> June 2021</b>		
<b>History- We are learning about Sir David Attenborough and how he has changed over time</b>		
<b>Success Criteria:</b>	<b>S</b>	<b>P</b>
-I have written in full sentences		
-I can recall facts about Sir David Attenborough		
-I have drawn a picture of Sir David Attenborough		