

St John the Baptist C of E Primary School
FEEDBACK POLICY

AIMS:

- Provide consistency and continuity in feedback throughout the school.
- Ensure that all staff are clear of the school's expectations in relation to feedback.
- Provide a rationale for parents and other member of the school community.
- Ensure a child understands what they have done well, what they need to be able to do next and what their next steps are to be able to enable them to achieve.

SCHOOL VALUES/EXPECTATIONS:

- To ensure that everything we do is centered on children's learning, well-being and achievement.
- To enable our children to become successful lifelong learners, who achieve high standards and reach their optimum level of achievement and progress.
- To educate pupils in all aspects of life and develop a lifelong love of learning.
- To recognise, respect and celebrate diversity and to foster an understanding of tolerance of all faiths and cultures within our caring Christian community.
- To develop creative, questioning and imaginative learners able to work independently and collaboratively.
- To value and celebrate achievements for all.
- To develop high expectations of behaviour enabling children to take responsibility for their actions and make informed choices.

HIGH QUALITY FEEDBACK WILL:

- Encourage, motivate and promote positive attitudes rather than reinforcing under achievement or low expectations.
- Relate to the LO (Learning Objective) and the Success Criteria, and/or individual targets rather than general comments about effort or presentation.
- Positively affect the child's progress by supporting them in their next steps.
- Create a dialogue between staff and pupils which will aid progression.
- Use agreed self-evaluation processes within the classroom to facilitate focused Assessment for Learning.
- Respond to individual learning needs and be at the child's level of comprehension.
- To be manageable for staff.
- Involve all adults working with the children in the classroom.
- Provide information for assessment.
- Use consistent codes across the school.
- When written, be in handwriting that is legible and a model for the child.
- Correct errors and clear up misunderstandings.
- Be selective and sensitive.
- Be consistent across a year group in terms of which pieces of work are to be the focus of detailed feedback that week.
- Be for the benefit of pupils and for staff.
- Be neither too vague nor too kind, but rather use the opportunity to provide guidance for improvement.
- Look for examples of pupil work to share with other learners to annotate successes.

- Reward excellence and encourage good progress, for example, by sending children to team leaders, subject leaders, the AHT and HT as an accolade of success.

PUPILS WILL:

- Feel that their work is valued and purposeful.
- Have specific time to read, reflect and respond to feedback.
- Understand that the purpose of feedback is to support their next step in learning.
- Understand the feedback that is given to them.
- Value the feedback that is given to them.
- Be taught to self-assess their own work and that of their peers in relation to the LO and the Success Criteria and have opportunities to apply this.
- Receive detailed feedback (Star, Step and Strategy) at least once a week in English.
- Receive developmental marking in maths.

FORMULATION OF POLICY:

Staff agreed the edited policy in February 2023.

REVIEW DATE: September 2023

Further Guidance

Adult written feedback should be in green for developmental comments and red for positive feedback. Children write in pencil or black pen, editing and responding in blue pens.

The aim of detailed feedback is to enable the following four steps to take place:

Step 1: show success

Step 2: indicate improvement

Step 3: give improvement suggestion

Step 4: make the improvement

The process of 'Star, Step, Strategy' facilitates this in English. Where this has taken place verbally, it will be indicated by 'VF'. All pupils will get a written SSS from the teacher each week. The pupil or staff member will record what was discussed for reference by the piece of work in note form in green pen where possible. Pupils will be taught to apply the SSS approach to assessing their own work and that of their peers. Peer or self-assessment will also happen weekly based on SSS.

In maths, the written developmental feedback will be in the form of questions or tasks the pupil needs to respond to. These are known as 'Prove Its'. They will be stuck in the maths book on orange paper. The children will respond to these in their blue pens. The Prove Its can be adapted for individual children. The children will be encouraged to self-mark where possible.

For foundation subjects, there will be one piece of developmental marking per term.

All homework that is handed in will be marked in some way.

Small tasks, such as in spelling, grammar and handwriting, will be reviewed by the teacher but will not all be 'marked'.

All members of staff must adhere to the Feedback Policy and the agreed marking codes. However, teachers are also able to reflect their own personality in the marking, for example with smiley faces.

Teachers should make maximum use of additional adult support to aid the written feedback process.

Teachers should make maximum use of quality self and peer assessment.

When written, feedback will be in handwriting that is legible and a model for the child.


Marking Codes



Star, Step, Strategy



Verbal Feedback

P	Punctuation
SP	Spelling
//	New Paragraph
FS/C	Full Stops/Capital Letters
✓	I have done something really well
SUPPLY	Marked by a supply teacher
CARPET CLUB (CC)	I need to have a chat with my teacher
	House Point
I	Independent
S	Supported