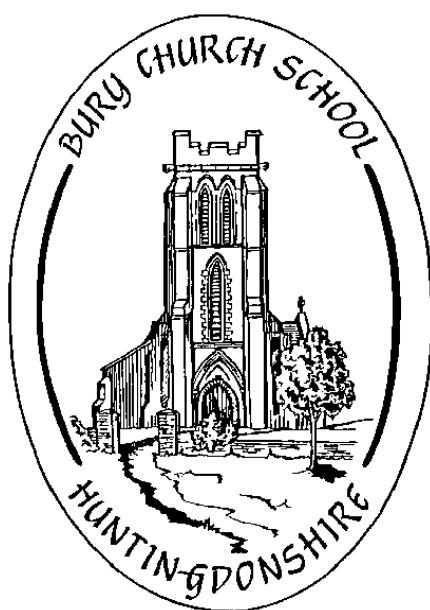




Feedback Policy

Policy Approved	Autumn 2023
Next Review Date	Autumn 2025

Vision and Values

Our Vision:

At Bury C of E Primary School,
*We love one another and are forgiving of each other,
just as in Christ God forgave us.*
We speak the truth in love and show proper respect to everyone.

This is an invitation to 'Be More Jesus'.

Our Values:

Love: Dear friends, let us love one another for love comes from God. Everyone who loves has been born of God and knows God. Whoever does not love does not know God, because God is love. 1 John 4:7-8

Forgiveness: Be kind and compassionate to one another, forgiving each other, just as in Christ God forgave you. Ephesians 4:31-32

Honesty: Speak the truth in love Ephesians 4:15

Respect: Show proper respect to everyone, love the family of believers (...) 1 Peter 2:17

1.Aims of the school

The broad aims of the school are:

- To enable the child to realise their potential through the acquisition and development of the necessary skills, concepts and knowledge
- To foster the intellectual, physical, aesthetic, spiritual, emotional, moral and social development of each child
- To provide an ordered, stimulating environment, which is meaningful in the context of children's experience
- To foster kindness and understanding between children and their peers in relation to differences of any kind – cultural, physical or intellectual
- To enrich experiences with the variety of culture, linguistic and social backgrounds within our school and its neighbouring community
- To foster good manners, self-discipline and awareness of the needs of others

2. Aims for the Policy

Marking and feedback to children are important aspects of our approach to assessment. It should be used to recognise and praise achievement as well as identifying where children need more practice in order to deepen their understanding.

Our Policy aims:

- to be consistent across the whole school in relation to the giving of feedback both written and verbal;
- to improve the quality of marking and give suitable pointers for improvement;
- to enable the best use of Assessment for Learning strategies when giving feedback:
 - in relation to Learning Outcomes (LO) and Success Criteria (SC),
 - providing pointers for improvement,
 - scaffolding such improvements,
- to provide a positive, affirming assessment of a child's work combined with challenge, where appropriate.

3. Aims for the children

- **PRAISE** - To encourage a positive attitude to work through acknowledging effort and rewarding achievement.
- **IMPROVEMENTS** - To give specific feedback on how to improve.
- **ENCOURAGE** – To develop self-reflection and self-assessment.
- **CHALLENGE** - To raise standards through setting improvements that motivate and challenge.

4. Marking and Feedback principles

- Teachers think deeply about when feedback is given to pupils and how this will be shared with them.
- Marking is manageable, meaningful, and motivating.
- Feedback is task and improvement focused.
- Marking and feedback are two different things, and teachers plan for how they are going to receive feedback from pupils.
- EYFS, KS1 and KS2 marking, and feedback is appropriate for the stage of pupil.
- Feedback tells a pupil what to do and how to do it and informs the teacher of what they need to plan next.
- Whole-class rehearsal of prior learning is robustly practised.
- Teachers look at the work produced by children after each session to inform their plans for feedback.

5. Live Marking

Live feedback is used through the marking that takes place during the independent practice part of a lesson, whilst children are applying their learning. The teacher circulates the classroom stopping by a pupil at a time to mark work done so far, give brief verbal feedback, pick up on pupils' misconceptions, correct mistakes as they happen and give next steps guidance.

- Staff live mark in purple pen.
- Children respond to live marking in green pen.
- Evidence of live marking for each child once a week in maths and English.
- Evidence of live marking in foundation subjects where appropriate.
- The symbols (see below) will be displayed in classroom

KS1 and LKS2 Marking Codes

Live Marking Code

S - supported
***** - re-read
^ - missing word
~ - punctuation needs checking
C - capital letter need checking
// - new paragraph

- incorrect spelling. Correct version of spelling in the margin followed by three bullet points (for children to copy spellings).

English – focus on HFW and statutory spellings.

Foundation subjects—focus on subject specific language.

Mathematics

. - error. Correction to be made independently.
✓ - correct answer.

Incorrectly formed numbers/symbols: Model in the margin and the child rewrites it 3 times.

Note:

- Live mark in purple pen and children to respond/make corrections in green pen.
- Place the symbols where relevant.
- To challenge a child, put the symbol in the margin so they can independently recognise their mistake.

UKS2 Marking Codes

- These are the same as KS1 and LKS2.
- UKS2 children are expected to correct the spellings independently. This is flexible for children so we can support individual needs. Staff will use their professional judgement and write the correct spellings in the margin followed by three bullet points (same expectation as KS1 and LKS2).

Live Marking Code

S - supported
***** - re-read
^ - missing word
~ - punctuation needs checking
C - capital letter need checking
// - new paragraph
- incorrect spelling.

Child to independently correct using a dictionary.

English - focus on HFW and statutory spellings.

Foundation subjects - focus on subject specific language.

Note:

- Live mark in purple pen and children to respond/make corrections in green pen.
- Place the symbols where relevant.
- To challenge a child, put the symbol in the margin so they can independently

Mathematics

. - error. Correction to be made independently.

✓ - correct answer.

Incorrectly formed numbers/symbols: Model in the margin and the child rewrites it 3 times.

6. Feedback

Teachers are to respond to the lesson using the 'Whole Class Feedback Sheet' (Appendix 1). These sheets are used to assess the understanding of the class, groups of pupils and to support with feedback decisions. Teachers will reflect on the best way to offer feedback to the children using the strategies from the feedback menu (Appendix 2). The feedback sheet will be used to inform the next steps for pupils and teachers. The information on this sheet should clearly state what the next steps are to feedback on the learning point or misconception.

- Teachers initial each piece of work to show it has been checked.
- Whilst looking through the books, teachers make notes on the key messages to feedback to pupils at the start of the next lesson using a grid (Appendix 3 – example).
- The start of the next lesson begins with the teacher sharing the best work (e.g. visualiser, photos of work), identifying common errors in basic skills (e.g. spellings, number facts) and then addressing common misconceptions that have been identified. This session is flexible in how long it takes. Allow time for children to redress any misconceptions that had arisen and, where useful, check through their work and improve it based on the feedback given.

Expectations:

- Maths – one per lesson*
- English – one per lesson*
- Foundation subjects - one per lesson as identified by the class teacher

*If teachers have completed live marking, there is no expectation for the sheets to be filled in.

Teachers will communicate with teaching assistants how they want them to support with feedback e.g. annotate the whole class feedback sheet, share assessment for learning verbally etc.

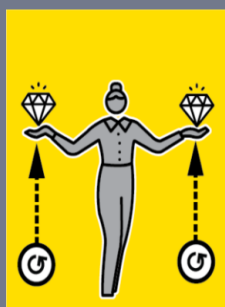
7. When will this policy be reviewed?

Biennially

Appendix 1

Work to Praise and Share	Need Further Support
Presentation	Basic Skills Errors
Misconceptions and Next Lesson Notes	

Appendix 2



1 | REDRAFT OR REDO

Give opportunities to improve a piece of work by repeating it one or more times, taking on board ideas about how the work could be done to a higher standard.



2 | REHEARSE OR REPEAT

Students improve their confidence and fluency, rehearsing explanations or performance, improving through repetition and rehearsal.



3 | REVISIT AND RESPOND TO MORE QUESTIONS

Reteach key elements where common errors are occurring, then set a fresh set of questions to respond to.



4 | RE-LEARN MATERIAL AND RE-TEST

Identify which specific details students found hard to recall then engage in one or more specific retrieval practice activities.



5 | RESEARCH AND RECORD

Feedback can be that students should increase the scope of their ideas by doing focused research online or from books, recording their findings.

The 5 R's of 'action' feedback



Appendix 3

Work to Praise and Share	Need Further Support
Saba – excellent vocabulary choices Anees – description in opening (show under visualiser) Sophie – great dialogue (show under visualiser)	Hayden, Tanimia, Aqib – Noun/Verb agreement is weak. Check through with adult during lesson. Selena, Tom - Not finished. Josie – Absent
Presentation	Basic Skills Errors
Great Show Sophie's book – good e.g. of setting out speech and correct punctuation placement Reagan, Lena – errors not corrected with a single ruler line	Correct placement of punctuation at the end of direct speech is poor – model next lesson with Sophie's book Spellings – • <i>extraordinary</i> • <i>unconscious</i> • <i>symbol</i> Teach and check with mini-whiteboards
Misconceptions and Next Lesson Notes	
Problems with tense - Swapping from past at start to present later on. E.g. Jack's work. Need to reteach key points from previous lesson. Next lesson - show these sentences and identify the error. 'The car skidded to a halt in front of the town hall. A tall man gets out and runs towards me.' Rewrite on whiteboards then check own work for errors with tense. Harley, Safa, Mariyah have no tense errors - complete challenge task identifying errors in levels of formality.	