

Feedback Policy



At Delph Side Community Primary School, we aim to provide high quality feedback that supports and moves all pupils on with their learning.

Intent

Feedback is essential for all learners to make progress and this is achieved in two ways – through feedback from pupils to teachers, and from teachers to pupils. The aim is for teachers to develop a secure understanding of pupil progress with regard to what has been taught. Through this, teachers can better understand the attainment of their pupils and can set in motion actions that aim to address errors and misconceptions.

Our intent is to also celebrate pupil's achievements. It is important to share the success of all pupils in order for them to feel valued and secure in their subject knowledge whilst developing confidence.

The key to feedback is allowing pupils the opportunity to see and understand errors and misconceptions in their own work. It is not the teacher who corrects these errors, but the pupils themselves. Through this, they have complete ownership of the work they produce.

Implementation

During lessons, teachers will collect pupil feedback in the following ways:

- Discussions with pupils individually, in groups or as a whole class
- The work that pupils produce
- Discussions with support staff

When reviewing pupils' work, teachers are to make notes based on:

- Work that can be shared with the class as a positive example
- Work that can be edited as a class (with consent from pupils)
- Pupils who require additional support (include absentees)
- Quality of presentation
- Basic skills errors
- Misconceptions

Following this, teachers can amend future planning. They can prepare to feedback to the class as a whole so that collective errors and misconceptions can be addressed. In some cases, pupils may need individual or small group feedback which can be arranged by class teachers.

During lessons, support staff are to feedback to the class teacher with regard to the pupils they have worked with.

Impact

The result of whole class feedback is to develop independent learners who take ownership over their work. This will result in:

- Improvements in pupil's learning
- Independent learners
- Confidence and self-esteem through celebrated achievements

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- Reduced marking workload for teachers – resulting in additional time for planning and assessment

Corrections in green pen by children will be evident through pieces of work and future work should show progress over time.

Feedback Sessions

Writing: Whole class feedback must take place before the following writing lesson.

History/Geography/Science: Whole class feedback must take place at the start of the following lesson.

Maths: Individual and small group feedback before the following lesson.

- Common misconceptions from the previous lesson are shared and re-taught (this may be knowledge or a key skill).
- A piece of good work is to be shared with the class on the board (this can be done at the end of the previous lesson too).
- Common and basic errors are to be addressed. These include spellings, punctuation and grammatical errors. Pupils can then return to their work from the previous day to correct.

Pupils are to use green pen during feedback sessions to show the impact of the feedback. In the event that a child has not made a specific error, they are to put a tick with their green pen to show they have checked for an error or misconception and found that what they had produced was correct.

During feedback sessions, teachers are to tick to indicate which elements of their feedback have been covered.

Marking Work

Teachers will only use black biro to tick children's work.

In Writing, teachers are not to add any markings to children's work (this only applies to 'Writing' books). Teachers are to use green highlighter to underline key skills in Independent Writing books. This is to aid with writing assessments which completed termly.

In Maths, where possible, marking will be 'live' in lessons, giving instant feedback. When children are given opportunities to mark their own answers in maths, this must be done with a green pen (a tick for a correct answer and a cross for an incorrect answer).

In History, Geography and Science books, teachers are to add a capital 'M' in the margin to indicate where a misconception is in a piece of work. Children are not required to correct these misconceptions. Instead, the time during the feedback session at the start of the next lesson is to be used to address any misconceptions. Feedback time should be spent improving learner's knowledge, not improving work in books.

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All books marked by children will still need to be checked by class teachers as part of the formative assessment process.

Feedback forms must be completed for all lessons (except Maths and Whole Class Reading). On occasion, certain lessons may not require a full and detailed feedback form, however, a shorter simpler version must still be included. In addition, work that hasn't formed part of a feedback session e.g. a map, the teacher must tick to show the children we value all their work.

Writing Marking Work – KS1

Pink highlighter is to be used to identify incorrect use of capital letters, full stops and spellings (including common exception words).

Writing Marking Work – KS2

Teachers are not to write in pupils' books unless necessary. Most marking in books is to be done by pupils using green pen during feedback sessions.

Whole Class Feedback Template – Y2 & KS2

| Date: | | Lesson: | |
|---|----------------------------|-----------------------------|--|
| Work to Praise and Share | | Need Further Support | |
| | | | |
| Presentation | | | |
| | | | |
| Spelling | Basic Skills Errors | | |
| | | | |
| Misconceptions and Next Lesson Notes | | | |
| | | | |
| Absent | | | |
| | | | |

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Whole Class Feedback Template (Foundation Subjects) – Y2 & KS2

| | | | |
|---------------------------------------|---|-----------------------------|--|
| Date: | | Lesson: | |
| Spelling (including key vocab) | | Need Further Support | |
| | | | |
| Basic Skills Errors | Misconceptions and Next Lesson Notes | | |
| | | | |
| Absent | | | |
| | | | |