

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 in 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 pupil 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 in 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

Feedback Policy



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

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

Feedback Sessions

Feedback sessions are to take place before the following lesson and are plotted daily on class timetables. Feedback sessions should take approximately 10 minutes. The structure is as follows:

- A piece of good work is to be shared with the class on the board. Key features can be pointed out and highlighted (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.
- Common misconceptions from the previous lesson are shared and re-taught (this may be knowledge or a key skill).

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 are to use green highlighters to highlight what pupils have used well. This may include key knowledge, correct spelling, a well-executed skill or correct use of punctuation.

Green and pink highlighters are to be used to mark maths work to show what children have got right and wrong (green tick and pink dot). Where possible, marking will be 'live' in maths 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).

Marking Work – KS1

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

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.

Feedback Policy



Whole Class Feedback Template

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

Whole Class Feedback Template (Foundation Subjects)

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