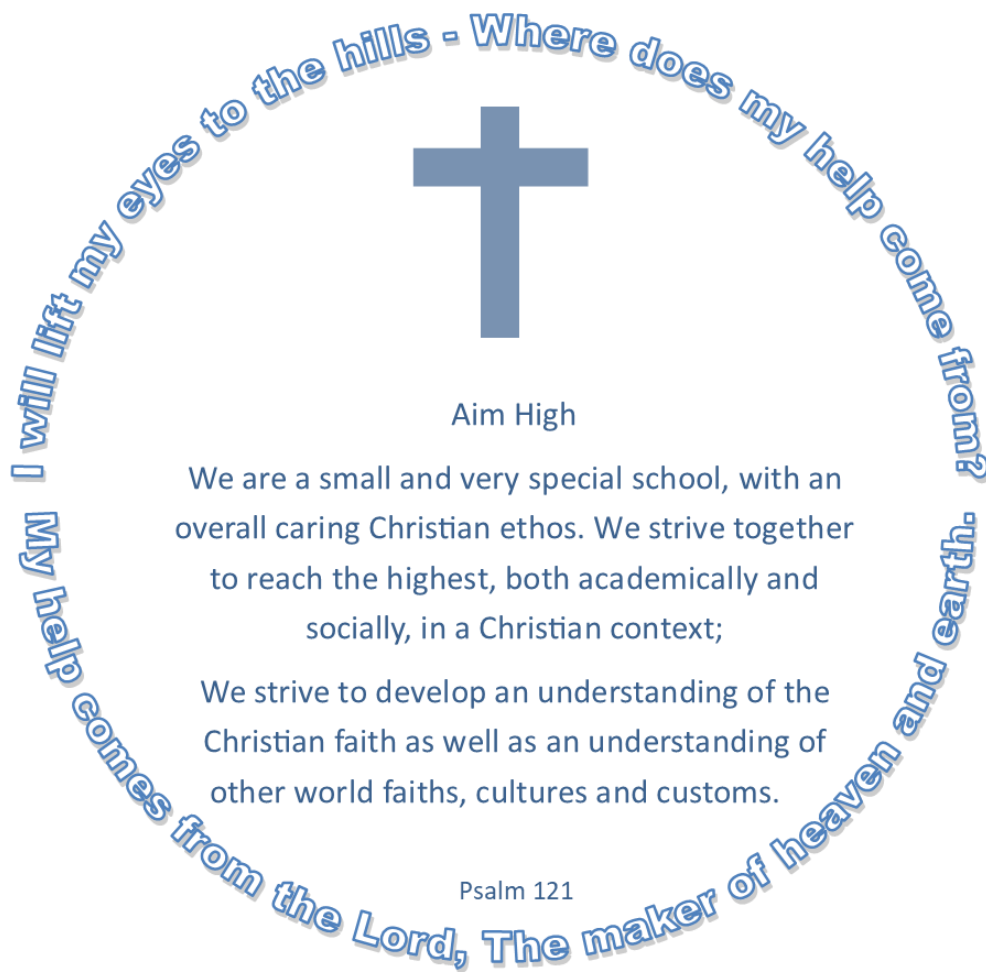


Feedback Policy



Clive Church of England Primary School and Nursery

Date of last review: March 2024
Date for next review: March 2025



Respect, Responsibility, Resilience

Clive CE Primary School and Nursery is committed to safeguarding and promoting the welfare of children and adults at all times and expects everybody working with us to share this commitment.

Introduction:

We believe that children should be actively involved in both marking and feedback. Children receiving feedback is crucial in raising standards. It is important that children know that they are making progress, evaluate how to continue to make progress and understand their next steps. As a school, we plan for LEARNING and the focus of feedback is to further children's learning. Feedback is an essential part of that process for both the teacher and the child. The development in learning must be kept uppermost in our minds as the reason for giving feedback to a child's work.

The Teacher Standards clearly outline that, 'Our duty is to give children regular feedback, both orally and through accurate marking, and encourage children to respond to the feedback'.

Key principles:

- the sole focus of feedback should be to further children's learning;
- feedback should empower children to take responsibility for improving their own work;
- verbal or visual feedback should be the main source given;
- children receive feedback within the lesson or in the next appropriate lesson. The 'next step' can be reinforced in the next lesson.

Feedback

Feedback should be purposeful and used to celebrate and improve attainment. High quality feedback from teachers, children and other adults is an essential part of formative assessment.

Early Years

Within the Early Years, we:

- make observations of children as they learn through play, which can be recorded on Tapestry. These can be viewed by parents, senior leaders and subject leads;
- annotate work and photographs of the children taken by staff, which can be recorded on Tapestry;
- provide verbal feedback to children about their work and their next steps;
- assess specific learning objectives after an adult led task to inform planning;
- throughout the academic year, staff use information and evidence gathered from the methods above to assess the children against the Early Years Foundation Stage outcomes.

Key Stage 1 and 2

Feedback involves both self-assessment and peer assessment by children. As soon as, and often as possible, children should be assessing their own work and that of their peers to understand their progress against the outcome of the lesson.

Any areas that need developing further- as a next step - will be identified by the children themselves. Children will be encouraged to reflect, analyse, evaluate and set their own steps for development in order to improve attainment; enabling them to become independent, high level thinkers.

Within Key Stage 1, children should be taught to reflect upon their learning and talk about this with their class teacher. They will indicate through a traffic light system (green for confident, orange/ yellow for developing and red for not confident) on the learning outcome slip how they feel about their learning against the outcome with support to begin with.

In Key Stage 2, children continue to use the traffic light system independently to reflect on their learning, beginning to talk about what they have learned and how they know. Children should begin to talk about what they found more challenging and what they could do next to make further progress.

What is the children's role in feedback?

- Checking the learning they have completed against the learning outcome. This could be through self-assessment or peer assessment at an age-appropriate time.
- Children can mark their own work using purple pen when age-appropriate.
- Children are encouraged and support each other when peer assessing.
- Children should begin to edit and improve their work.

When and how do adults mark/feedback in books?

- Teachers/ Teaching Assistants to mark in green ink pen.
- Teachers/ Teaching Assistants should complete live marking and give verbal feedback as often as possible. This should relate to the learning outcome and any ongoing developmental areas.
- Detailed written marking should be carried out across all subjects when beneficial and when age-appropriate.
- Comments provided or modelled examples are used to support and develop children's learning.

Letter formation, spelling and numeral corrections

As appropriate, teachers and teaching assistants will ask children to rehearse letter formation, spellings or numeral formation.

Numerals and letter formation should be reinforced once they have been introduced and sufficiently practised.

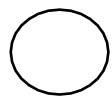
Spellings should be corrected and rehearsed once spelling patterns have been learned. This is throughout all key stages.

Monitoring of this Policy

Subject leaders must ensure that during work sampling and book scrutiny they pay particular attention to whether the feedback policy is being adhered to. We will also focus on whether the children are aware of their next steps and if they are being extended to encourage deep learning throughout each lesson.

The learning outcome grid:

- Specific, measurable outcomes (I can/ I know)
- Small steps of learning
- In child-friendly speak.
- A circle at the right-hand side to be coloured red (not met), yellow/orange (working towards) or green (has met). This is to be decided by the child.

Learning Outcome	I can	
Guided work	Supported	Independent

Guidance:

Colour coding:

Green – The child has met, understood and feels confident about the learning in the lesson.

Amber - the child is making progress towards the outcome but does not yet feel fully confident.

Red – the child would like additional time, support and guidance to achieve the outcome.

Independent:

The child has worked largely independently. The outcome of the work is their own.

Supported:

Support has been given within the lesson to assist the child in working towards or meeting the learning outcome. This may be adult support for a period of time or peer support as part of paired work.

Guided:

A specific, adult-led activity or session in which the learning has been directed or guided throughout the session.

Within a lesson, a child may move between these. Arrows can be used when reviewing work to show that a child may have started independently and moved to supported etc.

Where work is recorded in whole class books, then the outcome is recorded as a 'to' statement, rather than 'I can' and the grid below is used.

Learning Outcome	To
-----------------------------	----