



Feedback Policy

Policy adopted on: 9.6.2018 at SMCS

Signed by Chair of SMCS

Date of next Review: June 2020

Responsible person: Assistant Principal for Teaching, Learning and Curriculum



Feedback Policy

1. RATIONALE

1.1 Our Feedback Policy is based on the principles that:

- children have the right to have their work assessed, to be given feedback on their achievements and to be given advice for their future learning
- feedback informs all participants in the learning process of the progress made and informs planning for teaching and learning
- regular feedback provides formative assessment of all pupils within the class and helps to raise standards

1.2 Our policy is informed by research and is designed to ensure that feedback is consistent across the school.

'Feedback is information given to the learner and/or teacher about the learner's performance relative to the learning goals which then redirects or refocuses either the teacher's or learner's actions to achieve the goal. (The Sutton Trust Report 2011)

2. AIMS

2.1 We aim to ensure that effective feedback is embedded across the school

2.2 Pupils will receive feedback about their work in a variety of ways; written or verbal by either adults or peers

2.3 We will ensure that we share learning objectives and success criteria/lesson outcomes with the pupils (See Teaching and Learning Policy)

2.4 Feedback will inform both the child and the teacher of what has been achieved, what needs to happen next and how to achieve that

2.5 Pupils will have an opportunity to read, reflect on and respond to the feedback as out of lesson learning or in 'DIRT' or 'PIP'

2.6 Provide opportunities for pupils to be involved in their learning through self and peer assessment and feedback

3. WHO IS INVOLVED?

3.1 *Leadership Team*: monitoring and evaluation, providing inset, modelling of good practice, and ensuring the policy is shared with parents, supply and trainee teachers.

3.2 *Heads of Learning/Phases*: monitoring and evaluation within their curriculum areas and ensure that best practice is shared.

3.3 *Class Teachers and HLTA*: good practice of feedback in a variety of forms, providing opportunities of self and co-operative assessment, and ensuring additional adults follow the policy.



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3.4 Teaching Assistants: will be guided by the teacher, as appropriate

3.5 Pupils: responding to feedback, self and peer assessment to improve their own work.

4. GUIDANCE

4.1 All feedback should be directly linked either to the learning objective and success criteria for the lesson, or curricular target.

4.2 There should be a fair balance of teacher and pupil feedback in any book

4.3 Primary: English and mathematics: each pupil should have quality feedback which ensures scaffolding is in place that enables the student to make progress:

- at least one piece of work marked in detail every week
- at least one piece of self or peer feedback every week

Science and foundation subjects: each pupil should have:

- at least one piece of work marked each week

4.4 Secondary: English, mathematics and KS3 science: each pupil should have quality feedback which ensures scaffolding is in place that enables the student to make progress:

- at least one piece of work marked in detail every 2 weeks
- at least one piece of self or peer feedback every 2 weeks

Secondary: Foundation subjects and GCSE sciences: each pupil should have:

- at least one piece of work marked every 3 weeks
- at least one piece of self or peer feedback every 3 weeks

4.5 Supply teachers, Learning Support Achievement Assistants and Trainee teachers need to provide feedback in line with the Policy and initial all work

5. VERBAL FEEDBACK

5.1 Verbal feedback is an influential and powerful form of feedback.

5.2 It should be given throughout teaching time to allow the children to deepen their understanding of concepts as well as to learn what they need to do to improve.

5.3 Effective comments are clear and succinct, reflecting both the lesson learning objectives and success criteria.

5.4 It is essential that class teachers use a positive tone of voice and where appropriate enable the pupil to respond/participate.

5.5 Verbal feedback is one of the main forms of feedback given in Early Years. It is also used throughout the



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primary phase, especially in practical foundation subjects like PE, Art, Music and MFL.

6. WRITTEN FEEDBACK

6.1 Achievement Feedback

Examples in pupils' work which evidences success against the learning objective or success criteria should be highlighted/written in **GREEN**. However, any highlighting must be limited and focused on one specific element of learning.

6.2 A comment to support the **GREEN** written/highlighted in pupils' work should be written in **GREEN** pen below the pupil's work

6.3 Improvement Feedback

A comment to indicate a next step or something to improve will be written in **PINK** or **GREEN** pen. This may also be linked to **PINK** highlighting within pupils' writing. Again, this will be limited so as not to detract from the pupils' work.

- **reminder prompt** which is simply a reiteration of the learning objective (e.g. How else could you describe the character?)
- **scaffolded prompt** which involves either a question, directive or an unfinished sentence for the pupil to respond to (e.g. Continue this sequence 7, 11, 15..... Tell me more about..... Find a better adverb to describe how the character was moving)
- **example prompt** which is a correct example given by teacher (e.g. Select an adverb from the list and write another sentence)
- **further challenge** where an open question or statement is posed, specifically related to the learning objective, to challenge and extend thinking (e.g. Record other calculations you could have used to solve this problem?)

6.4 Teachers will ensure that any written feedback will be appropriate, accessible for the age and/ or stage of the pupil and that he/she responds to this feedback

7. ACKNOWLEDGEMENT FEEDBACK

7.1 This will take the form of:

- use of agreed whole school symbols
- verbal feedback during the lesson
- simple written feedback after the lesson.

7.2 Agreed Symbols

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Marking Codes	What do they mean?
Medal	Green Pen -Teacher pen for marking and awarding a star for great effort and/or achievement.
✓✓ Primary	Double green tick placed next to the (LO:) learning objective means the learning objective was achieved by the end of the lesson. One tick means it was achieved with help from an adult.
Pink pen Primary Green Pen Secondary	Pink Pen- (Pink to Think) Teacher pen -target drawn and written in pink. It means next step. Aim to achieve this in the next piece of work, or as a follow up task.
Mission	Primary- Labels to be stuck in books in English for end of SPaG skills work or first drafts within units in writing. Secondary- This indicates what needs to be done to improve the work.
P✓✓ or P ✓ Primary	P for Presentation - P double tick means handwriting is neat, legible and joined correctly and work is presented correctly. P one tick with a target means handwriting and/or presentation, as explained by the teacher, needs improving, This would include underlining the date and LO:
Purple pen	Student pen - (Polish in Purple). Students to write their responses in purple pen to a: next step, correction, challenge or consolidation task.
SP	Use a dictionary to check spellings.
● Primary	The pink dot is used in maths. It means an error has been made and it needs correcting
○	Circle punctuation errors
//	Start a new paragraph - For handwritten work two finger indents from the margin must be used to start a new paragraph without missing a line between paragraphs.
^	There is a missing word that needs filling in.
ST or TA or HLTA	Marked by Supply Teacher, Teaching Assistant or Higher Learning Teaching Assistant



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S Primary	This means some support was given to help achieve the learning objective.
I or S or G Primary	I independent S Support G Guided
VF	Shows when verbal feedback was given
CL	Either a capital letter has been missed, or added in the wrong place
SS	Sentence sense is wrong
SA	Self-assessment
PA	Peer-assessment

7.3 Identify spellings that are linked to the spelling rule/ pattern/ focus currently being worked on, limited to no more than **3** words or grammatical errors being identified for improvement in any one piece of work (except in language based subjects)

Not every error needs to be corrected by the teacher, but persistent errors should be commented on, and incorporated into the planning.

8. SELF AND PEER FEEDBACK

8.1 Self and peer feedback have a key role to play in effective feedback. They empower children to take control of their learning. Within lessons children should have opportunities to assess their progress (or that of others) against agreed success criteria. The need for clear modelling and training of children in how to peer and self-evaluate work meaningfully, and that time is planned into lessons to make improvements, DIRT or PIP (dedicated independent reflection time) (Polish in Purple)

8.2 A model to develop self-marking: (1) Children highlight their own work in three places using the success criteria and share with a partner; (2) Children underline one place where an improvement could be made. This is a place where they did not apply the success criteria. The teacher writes a 'next steps' comment and the children are given time to make improvements; children work independently to identify the successes and improvements. They make the improvements as part of the lesson, DIRT or PIP

9. PUPIL RESPONSE TO FEEDBACK

9.1 Pupils should immediately act upon any verbal or written feedback given during a lesson. They should highlight or use an asterisk to show what they have done in response to the feedback.



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9.2 When marking has been done after a lesson and feedback has been given through written comments, children must be given an opportunity to read and respond, DIRT or PIP.

9.3. Other opportunities for pupils to respond to marking could be at the beginning of the English or mathematics lesson or in guided group time prior to new learning, ensuring concepts are embedded and mastered

9.4 Pupils will write their response in **PURPLE** pen or coloured pencil

9.5 You should ask a child, at appropriate points to share their improvement with a peer or to feed back to you.

10. CELEBRATING SUCCESS

10.1 Ways of sharing and celebrating pupils' work include:

- openings of lessons
- mid lesson learning stop e.g. Why is this good? How does it meet the success criteria?
- plenaries and use of a visualiser if available
- celebration assembly
- display

11. MONITORING AND REVIEW

11.1 Feedback will be monitored by Subject Leaders, Phase Leaders and the Senior Leadership Team through taking in samples of books, pupil interviews and lesson observations.

12. ASSOCIATED DOCUMENTS

This policy is linked to the:

- Teaching and Learning Policy
- Assessment Policy