



Horspath Primary School Feedback Policy

Horspath C of E Primary School values and supports all of its members as individuals. It is a happy, welcoming and safe environment which promotes learning and self-confidence. We are a church school:

- Where children from all cultures and faiths thrive, learning skills and behaviours that will guide them their whole lives.
- That underpins teaching, learning and daily school life with the Christian values of forgiveness, respect for others, truth and a sense of accountability.
- Where all children from every background have the very best that the school community can give them so that they are challenged and inspired to achieve their full potential.
- A school that encourages work and play across the age range so that children

The purpose of the Feedback Policy is to ensure continuity and uniformity in feedback across the school. Pupils will know what to expect and how to respond to marking. Teaching staff will know how to approach marking and what the pupils' expectations will be.

Aims

- To encourage pupil understanding of their own progress
- To support pupils in identifying their next steps and how they can achieve them
- To identify when pupils need additional support to achieve their next steps
- To ensure that pupils receive praise and encouragement when they have done their best
- To motivate pupils who have made as much effort as they can
- To reinforce the importance of high standards in presentation and handwriting
- To ensure that pupils recorded work is reviewed and acknowledged regularly

The Process

- To give immediate feedback to pupils as much as possible when marking work
- To give verbal as well as written feedback, particularly for younger pupils or those who are unlikely to be able to read the teacher's comments
- To mark work in an appropriate manner i.e. reflecting the age/development stage of the child
- To moderate marking across the school, supporting and learning from the best practice of other teachers

Both Teachers and Teaching Assistants engage in feedback to pupils. Feedback comes in a range of forms and will not always be given by written 'marking' in books. There is no expectation that every piece of work will be marked but books will be marked regularly and consistently. Marking and feedback is monitored regularly.

Where feedback is in the form of marking it should follow the policy:

- Items for immediate attention should be **highlighted orange** – pupils should 'fix' their orange highlights straight away
- Items in a piece of work **highlighted Pink** (perfect) to show good examples of having met the learning objective
- Items in a piece of work **highlighted Green** (growth) to show where the learning objective has not been met
- Where appropriate a next steps / closing the gap task - an instruction to complete a task that will consolidate learning or clear a misconception. This might be:
 - a request for another example

- a challenge/question for the pupil to respond to
- an editing exercise to correct to improve written work

Targets are given following a piece of work completed for assessment before a literacy unit (cold text). These targets will be fixed into a pupil's book for them to refer to during a unit. They will also be used by teachers to track learning during the unit and followed up with the pupil at the final assessment at the end of a unit (hot text) which will also be fixed into each pupil's book

- Teachers will clearly state learning objectives at the beginning of a task. In depth marking will focus on the objectives of the lesson
- Pupils will be able to mark their own and others' work by referring to the lesson objectives and success criteria
- At all times teachers will expect neatly presented work and give support to those who find this difficult
- Teachers will share good examples with the whole class to encourage good practice.
- Teachers will share with the children through written and verbal forms why a piece of work is good or how it could be improved
- Work in D.T. and Art should be discussed in small groups as an informal method of marking
- All written comments by the teacher will be in ink
- All marking will be clearly written so children can read and understand
- Each spelling, punctuation, grammatical error will not be addressed in every piece of writing. Spelling, punctuation and grammar will be corrected in a manner which is focused and beneficial to the child. High frequency words, e.g. and, but, then, when, there, because etc. will be prioritised and corrected and in line with age related expectations. Technical vocabulary will also be corrected, e.g. 'rhombus' (in maths) and 'electrical circuit' (science)
- When work is finished, children will be asked to check for errors and correct these with a purple pen (Purple Pen of Power)
- Children will be encouraged and guided to read their feedback, make the required corrections or complete the extra task set for them.

Communication

The marking policy will be communicated to pupils through class discussion at the beginning of the year. The policy will be shared with parents through the school website

Regular supply teachers and student teachers will find a copy of the feedback policy in the staff handbook

All supply teachers must mark their own work and inform the teacher of any findings. Student teachers should mark work they have set. All work marked by students will be monitored by the class teacher.

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