

# FEEDBACK POLICY

## Rationale

We believe feedback should be constructive to every child, focusing both on success and ways to improve in order to raise standards. Feedback is an ongoing process to ensure progression for the pupil and to inform teacher planning. It is not carried out for the purpose of satisfying external audiences or regulators and should not adversely affect teacher workload. This policy takes into consideration the document “Reducing workload - a guide for teachers and headteachers” written collaboratively by the professional teaching associations, the regional consortia and the Welsh Government. Feedback will be given in different ways: marking in books, verbal feedback to individual children, verbal feedback to groups of children, via peer or self assessment checked by the teacher or through formal assessment (tests).

## Aims

1. To provide children with the next steps in their learning to bring about improvement in standards
2. To provide consistency and continuity in feedback throughout the school
3. To set out our expectations for high quality but manageable feedback and marking
4. To develop positive attitudes to learning and achievement

## Expectations

At Ysgol Emmanuel feedback should:

- Be a method to raise standards and involve children in the process
- Be manageable for teachers
- Be part of the whole school assessment strategies and include Assessment for learning
- Relate to learning outcomes and success criteria which are shared with children
- Involve all adults working with children in the classroom
- Give children opportunities to reflect on their own learning and develop metacognition strategies
- Give recognition and appropriate praise for achievement and effort
- Give clear strategies for improvement to children.
- Cover written work in books, work on devices and for non-written tasks across all elements of the Curriculum for Wales

Verbal feedback **must**

- Be a method to improve children’s learning and address misconceptions
- Be appropriate to the task, the child and their ability

- Allow time for the child to act upon the feedback
- Include checklists of non-negotiables (e.g. capitals letters and full stops in Key Stage 2)
- Be part of a range of feedback not the only method

Marking **must**:

- Focus on the task and relate to the learning outcome
- Be diagnostic at least once per week in Foundation Learning and twice per week for Key Stage 2 across the Areas of Learning
- Follow a clear and consistent marking code (see Appendix 1)
- Allow dedicated time for pupils to read, reflect and respond to feedback
- Be personalised to individual learning needs and inform future curriculum planning
- Be consistent to ensure impact.

It is not expected that teachers mark in depth daily or for every lesson, however a range of feedback processes must be used throughout the week - see below. Praise comments added to work that is not marked in depth should be in Welsh e.g 'da iawn'. This should not be the only type of written feedback in books.

### **Monitoring and review**

Monitoring of this policy will be conducted through book looks to ensure consistency and the impact on pupils' outcomes. This policy will be reviewed in line with curriculum changes and the needs of the school.

## Appendix 1 – Ysgol Emmanuel marking expectations

- Marking to be completed by teachers in green pen
- Redrafting to be completed by children in a purple pen in Key Stage 2
- Work which is marked diagnostically should be ticked and an arrow to show next steps – **time to be given to pupils to complete this**
- Common spelling mistakes to be corrected
- Closed questions to be avoided in written feedback
- Pupil marking – this is completed by the child with the assistance of an adult e.g. the pupil marks their own work in Maths using answers provided by the teacher.
- Peer assessment – the pupil marks their partner’s work (in pairs or small groups) using the tick and arrow to show next steps format. (This should be checked by the teacher)
- Traffic lights to show self assessment - child to add comment if appropriate

Code	Meaning
✓	Correct answer
●	Incorrect answer
Sp	Spelling mistakes to be shown by marking ‘sp’ near the word – child to rewrite the word three times at the bottom of the page
O	Missing capital letters to be indicated by circling the appropriate letter
^	To show a missing word
	To show missing or incorrect punctuation
VF	Verbal feedback has been given to the child
P	To show paragraph needed
Underline words	To indicate vocabulary needs to be improved (pupil to write the improved word or phrase above or below the existing one)
Green highlighter pen	Work which shows good examples of the lesson objective to be highlighted
LOM	To indicate the learning objective has been met LOM 1 = independent work LOM2 = some support LOM3 = fully supported

	<b>Date</b>	<b>Signature</b>
<b>Consulted with staff</b>	<b>September 2022</b>	
<b>Consulted with pupils</b>	<b>September 2022</b>	
<b>Consulted with parents</b>		
<b>Ratified by Governors</b>	<b>Nov 2022</b>	
<b>Review Date</b>	<b>April 2026</b>	