

'From Acorns to Oaks: Learning and Growing Together.'

Feedback Policy

May 2024



At our school, we embrace creation in our rural setting, striving to learn, contribute and achieve.

As #TEAMELHAM, we respect, support and inspire each other.

We are a community that holds each other to high standards, helping everyone to be the best they can be, held safe in the loving hands of God.

Our Narrative

New Living Translation John 6:5-14 Jesus Feeds the Five Thousand

5 Jesus soon saw a huge crowd of people coming to look for him. Turning to Philip, he asked, "Where can we buy bread to feed all these people?" **6** He was testing Philip, for he already knew what he was going to do.

7 Philip replied, "Even if we worked for months, we wouldn't have enough money^[a] to feed them!"

8 Then Andrew, Simon Peter's brother, spoke up. **9** "There's a young boy here with five barley loaves and two fish. But what good is that with this huge crowd?"

10 "Tell everyone to sit down," Jesus said. So they all sat down on the grassy slopes. (The men alone numbered about 5,000.) **11** Then Jesus took the loaves, gave thanks to God, and distributed them to the people. Afterwards he did the same with the fish. And they all ate as much as they wanted. **12** After everyone was full, Jesus told his disciples, "Now gather the leftovers, so that nothing is wasted." **13** So they picked up the pieces and filled twelve baskets with scraps left by the people who had eaten from the five barley loaves.

14 When the people saw him^[b] do this miraculous sign, they exclaimed, "Surely, he is the Prophet we have been expecting!"^[c]

Elham Church of England Primary School

Elham Church of England Primary School is a Church of England Voluntary-Aided Primary School catering to children between the ages of 4 and 11. The school prides itself on being a church school with three specific values: respect, support, and inspiration based on the fundamental beliefs in one God, Jesus Christ, the Holy Spirit, and the Anglican tradition.

We are an inclusive school that strives to ensure that all children feel safe when with us. Our values focus on openness, honesty, and trust, and we work with each individual child's strengths to ensure that they achieve to the best of their abilities.

Introduction

To ensure that all children's work is marked in a developmental way that will move learning forward, provide support, clarify misconceptions, encourage high standards, improve learning, develop self-confidence, raise self-esteem, and provide opportunities for self-assessment.

Aims

For pupils

- Primarily to move their learning forward through developmental comments.
- Inform them of their progress and motivate them to improve their performance.
- To help them identify the criteria by which their future progress can be measured.
- They should develop their ability to accept criticism and praise so that they can more effectively reflect on what they have learned.
- To support each other in their learning through marking.
- To equip them with constructive self-criticism skills so they can become effective independent learners.
- To know their next step/s for improvement.

For teachers

- To move learning forward through developmental comments.
- To inform them of the progress that children are making, and where a pupil needs support, extension and clarification.
- This will lead to diagnosing individual learning needs.
- To evaluate the impact of their teaching on children's knowledge, understanding and skills. To become reflective practitioners.
- To reinforce expectations and children's sense of purpose.

Rationale

To ensure that all children have their work marked, which is likely to encourage high standards, improve their learning, develop their self-confidence, raise self-esteem, provide opportunities for self-assessment, and be consistent across the school.

As a result of this policy, there will be greater consistency in how children's work is marked throughout the school. Marking children's work primarily provides a key driver for improvement. It can also have additional roles and purposes at different times and involve written and verbal feedback. At Elham C. of E. Primary School, marking will always reflect the learning or the activity. Comments will reflect what the children are trying to learn in that lesson or pick up on other key learning objectives linked to the subject or literary continent when writing.

Guidelines

The following agreed procedures for giving feedback on children's learning should be implemented by all staff:

- Feedback will incorporate positive elements before providing pupils with a developmental point to respond to that is linked to the activity's learning intention.
- Where a child has met the learning intention, the objective will be highlighted in GREEN (for GO/GREAT).
- An area of the learning that deserves praise, linked to the learning intention, will be picked out in GREEN (for GO/GREAT) (circled or highlighted), and then a comment will be written at the bottom near a green key.
- An area that needs focus, linked to the learning intention, will be picked out in PINK (for THINK) (circled or highlighted), and a comment will be written at the bottom near a PINK key.
- PINK (for THINK) feedback often requires a response from the pupil, and time must be given for this.

Example

The mountain was in the **alps**, It was **rocky, steep and dangerous**.



I like your choice of words to describe the mountain.



What should this word start with and why?

- In Key Stage 2, it is expected that all staff provide an opportunity at the beginning of a lesson or prior to the lesson where pupils will be able to respond to comments to move their learning forward and/or time to look through their work. In Key Stage 1, this may well be when pupils sit down to work and may well be oral in nature. However, like KS2 pupils, they will be expected to respond in some way to the teacher's comments.
- At the end of a unit, the teacher may write a summative comment without development points to summarise the child's achievement.
- While all comments will relate to the learning in the lesson and be designed to move learning forward, sometimes annotations will be made regarding any high-frequency spellings/ presentation and overall outcomes, especially at the summation of a piece of work.

- High-frequency spelling errors will be underlined and an SP will be placed in the margin or at the side of the line of writing. The misspelt word will be written correctly at the bottom of the piece of work. Pupils will then be asked to write these out three times.
- As the pupil's confidence grows with the above, the word will not be underlined but will have an SP in the margin. The pupil will be expected to find the misspelt word, find the correct spelling, and copy it out three times underneath the work.
- In some subjects, correct work should be marked with a tick, and incorrect work should be indicated by a cross. A comment explaining why it is incorrect should then be written.
- In KS1 classes, teachers may use symbols, such as a picture of a finger, to leave spaces between words.
- If a teacher needs to see an individual child regarding their work when the book is being marked remotely, they will write See Me.
- Sometimes, it is easier for a teacher to respond to pupils verbally rather than in a detailed written explanation. If this is the case, then VF, which represents verbal feedback, will be written.
- When work is marked by a supply teacher, we will ask, at a bare minimum, that they write supply in a circle at the bottom to signify they have seen the work and mark it with a tick or cross. This will be made clear to supply staff when they start their day.
- Team points may be awarded by writing '1TP' at the end of the piece of work. Stickers, smiley faces, stars and reward stamps may also be given.
- Comments written by teachers will be made in a coloured pen of their choice (not purple).
- Marking will be regular and frequent, and while all work is assessed, there will be occasions when it is not appropriate to mark in detail. Work in Literacy and Maths will always be marked in detail. Teachers may target a specific group for detailed marking.
- Science and RE books must be marked in depth each week with appropriate development points using PINK (THINK) and GREEN (GREAT).
- Other subjects should be marked in depth as and when appropriate.
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- The pupils and teacher will use PIGS coding to show whether the pupils worked

Paired **I**ndependently in a **G**roup or with **S**upport.

Self-Assessment

As children enter KS2 (Year 3), they are encouraged to edit their own work. They are asked to look for punctuation and spelling errors and correct them themselves (with the aid of word banks, dictionaries, thesauruses, etc.)

They are also encouraged to improve (level up) their work by reviewing it and using a 'purple polishing pen'.

Peer Assessment

Peer assessment regularly happens within the class, and it can be as effective sometimes as feedback from the class teacher; sometimes, this takes the form of verbal feedback; at other times, it is written. We believe that pupils should be able to write comments in books as they gain more maturity. In Key Stage 1, we would expect pupils to make verbal comments. In Lower Key Stage 2, we would expect pupils to comment on 'post-it notes'. In Upper Key Stage 2, we believe pupils are mature enough to write comments in books.

We will always make it clear that pupils' comments should be positive and related to the lesson's learning.

Peer assessment will happen in pairs. Pupils will share their learning and then write comments in their partner's book or give verbal feedback.

Monitoring and Evaluation

Individual subject leaders and the headteacher will regularly collect samples of children's work from each year group/class to monitor the implementation of this policy.

The desired outcomes for this policy are improvement in children's learning and greater clarity amongst children and parents concerning children's achievement and progress.

The performance indicators will be:

- a) An improvement in children's attainment.
- b) Teacher, child and parent testimony concerning the usefulness of the marking.
- c) consistency in teachers' marking across the key stages and between years
- d) an awareness on the part of the pupils of what is expected of them

Signed..... Date.....

(Chair of Governors)

Signed..... Date:.....

(Headteacher)