



Draft feedback Policy

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Policy Owner: James Smith

It should be noted that this is a recently revised draft version of the previous feedback policy following the introduction of Read, Write, Inc! Phonics and Literacy and Language across the school and a review of the schools' marking systems.

Introduction

At Drapers' Brookside Infant and Junior Schools we aim to establish high expectations and pride in everything we do.

We believe that the work completed by each child should be valued, achievements should be praised and that children should be given the opportunity to maximise their potential through timely oral or written feedback.

We recognise the importance of consistency in feedback across the school and between staff. This policy provides a clear and consistent set of guidelines and sets out the standards for all teachers in terms of feedback.

Objectives.

- To establish expectations for teachers with regards to feedback.
- To promote consistency across the school.
- To ensure each child knows how their teacher will feed back to them.
- To provide individual points for improvement which motivate children and maximise progress.

Expectations for Teaching Staff

Listed below are the general expectations for teaching staff regarding feedback. However, feedback mechanisms may differ slightly during Read, Write, Inc! Phonics sessions as per the guidelines from Ruth Miskin; please see appendix 2 for variations.

- Use the agreed symbols (see appendix 1).
- Teachers should use a red pen to mark all work. LSAs/TAs should mark in blue.
- From KS1, teachers are to provide written feedback and targets on at least 2 pieces of work in Literacy, unless the planning for Read, Write, Inc! dictates otherwise. Maths work should also receive written feedback and targets on at least 2 pieces of work per week. Substantial pieces of work in other subjects should receive written feedback as appropriate to the nature of the task.
- Written feedback, concerning both success and points for improvement should relate to the learning intention or previous 'green for growth' comments.
- A combination of summative and verbal feedback should be used on all other pieces of work. Where oral feedback has been given, this should be noted using the agreed symbol.
- Where appropriate to the age and ability of the children, peer feedback can also be used. The expectations for this should be clearly modelled by the teacher.

Providing Written Feedback for the Children

- **Tickled Pink:** Teachers highlight examples of where children have met the learning intention or used a particularly impressive skill using a pink highlighter. Praise may be summarised at the bottom of the page with a comment.
- **Green for Growth:** Teachers highlight in green an aspect of the work which could be improved. This is followed by a focused comment which should help the children to 'close the gap' between what they have achieved and what they could have achieved.
- Green for Growth comments should start where an imperative verb, e.g. 'Write...' 'Change...' 'Add...'; where possible, avoid starting these comments with 'Can...'

Expectations for Children

- As soon as possible after a piece of work has been marked, time should be allocated for children to respond to the teacher's comments using a green pen.
- Should children be required to edit their work, this should also be done using a green pen so that later additions, alterations and improvements are clear.
- At the beginning of each year, the expectation for responding to feedback will be renewed with the children. Children are expected to use the time given to reflect on their own learning, increasing their resilience.
- As children progress through the school, we expect them to use previously marked piece of work as prompts, reminding them to think both about what they have done well and what they need to do to improve future pieces.

Expectations for Literacy across the curriculum

- Children are expected to use the same standard of English as they would in a Literacy lesson across all curriculum subjects, appropriate to their age and ability.
- From the point at which they are able to access the Literacy and Language programme, children are expected to check for spelling, punctuation and grammatical errors in **every** piece of work; teachers will prompt them by asking them to check for things that *they know are wrong* in their work. Teachers may highlight aspects that they feel the children should know or should be able to correct themselves, even if this is unrelated to the learning intention.
- Unless they are the main focus of the lesson, spelling, punctuation and grammatical errors are not marked in every piece of writing but should be noted as a future teaching point. This will mean that some aspects of a piece of work may be uncorrected but all aspects will be addressed over time through specific learning intentions.

Feedback for Read, Write, Inc! Phonics lessons

- Self and peer feedback will be used through the lesson, guided by the adult teaching the group. **Feedback is always modelled and checked by the adult.** Children will use a green pen or pencil when marking their own or other's work, ticking correct elements and inserting or correcting elements which they have not yet achieved or omitted.
- For additional information about marking specific activities, please see appendix 2.

Monitoring of the Feedback Policy

The Senior Leadership Team will collect examples of children's work on a half termly basis to ensure that the policy is being implemented consistently. This ensures that the policy leads to good practice in facilitating effective feedback, learning and teaching.

James Smith
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