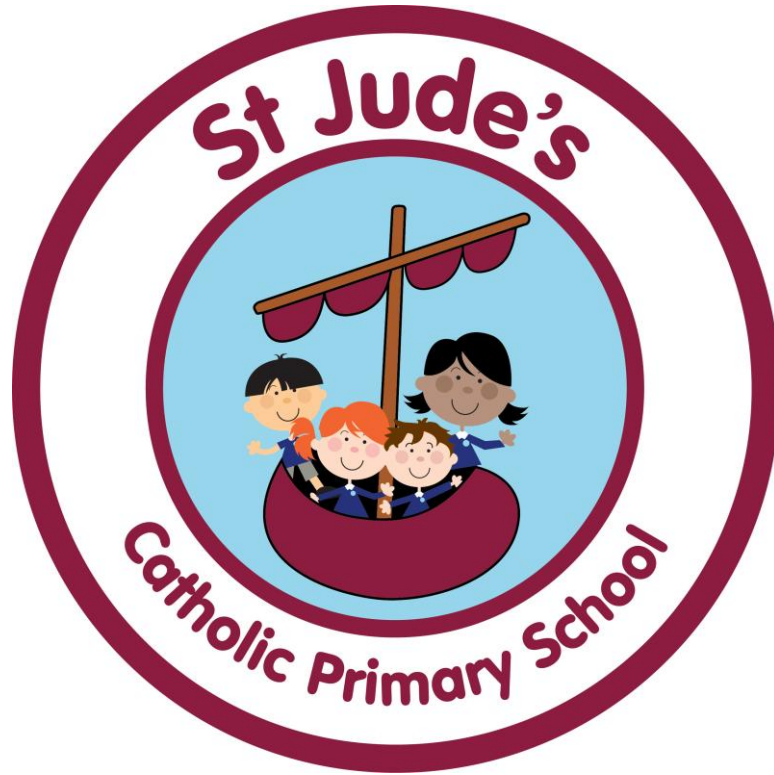




FEEDBACK POLICY

*Together, we learn, love and grow
with Jesus*

Written by: Senior Leadership Team

Based on findings from the WOWS Marking Review Project- published March 2018 <https://www.gov.uk/government/publications/teacher-workload-challenge-school-research-project-reports>

To be reviewed: Autumn 2027

Philosophy

We believe staff should provide constructive feedback to every child, focusing on success and improvement based on the learning intentions; enabling children to become reflective learners and helping them to close the gap between current and desired performance. All feedback must adhere to three key principles; it should be manageable for both staff and learners, meaningful and motivational.

Principles

Feedback should:

- Be manageable, meaningful and motivating.
- Involve all adults working with the children in the classroom.
- Enable learners to continue to progress, correcting any current misconceptions and inform them of next steps.
- Be an important part of assessment, informing future planning and individual target setting.
- Encourage and teach children to self-mark when appropriate.
- Encourage and teach children to peer mark when appropriate.

Practice

Current evidence shows that the most valuable feedback showing the greatest impact is verbal feedback given to the individual during or immediately after the lesson. Therefore, this will be the most used type of feedback given. This can take place with individual children, groups or the whole class.

- Children will edit work by putting a neat line through their mistake (using a ruler if appropriate)
- We recognise that not all pieces of work can be 'deep marked' nor is this necessary. Teachers will ensure that **all children** will have feedback for every lesson (either written or verbal). This will be at the teacher's discretion depending on content, outcome and needs of the individual.
- **All work** will have some form of written mark (a tick, highlighted objective or correction is adequate) - this shows children that the teacher has looked at their work.
- Marking of children's work will be done with a green pen.
- 'Deep marking' will occur when appropriate- a question/comment will be used only when meaningful, will move the learning forward or address and correct a misconception.
- The (letters) LO will be highlighted pink to show the LO is achieved.
- All teachers should follow our marking code to show the level of support the child has received. A letter(s) should be written in green pen next to the LO to show this.

AS – adult support

PS – peer support

A child can achieve the objective and have it highlighted in pink and also have one of the above codes.

R – resources can be used in Maths book to show where a child needed resources to scaffold to enable them to achieve the LO.

- All work will be marked, but the amount of written feedback is at the teacher's discretion, however non-negotiables must be brought to the pupil's attention to show-
 1. Spelling errors- if a word is a common exception word, word the pupil should know for the year group or a technical word that is from the unit then it should be corrected. The number of words depends on the needs and ability of the individual.
 2. Other errors e.g. punctuation errors can be identified by a dot- teacher to identify the mistake and the children to correct accordingly- the method of identification depends on the needs and ability of the individual.

Monitoring of Feedback Policy

This policy will be reviewed annually – next review Autumn 2027