

Feedback						
Approved by	LAC	Issue Date	Sept 23	Review Date	Sept 25	
Audience	Trustees		Staff	✓	Pupils	✓
	Local Academy Council	✓	Parents	✓	General Public	✓



## Rationale

Feedback is an integral part of assessment. We aim to provide a system of feedback that is consistent and continuous across each stage within our school. Feedback will inform planning, be diagnostic and enhance children's learning by ultimately offering guidance on how work can be improved. Feedback through Quality Feedback allows for self-assessment where the child can recognise their difficulties and mistakes and encourage them to accept help/guidance from others. We aim to mark positively whenever possible to enhance self-esteem and confidence.

## Effective Feedback should:

- Give feedback to children and inform them of their achievements and the next steps in their learning.
- Help children to understand the strengths and areas to develop in their work.
- Show work is valued.
- Demonstrate appreciation of children's effort.
- Inform future planning and learning.
- Evaluate and assess children's learning.

## TEACHER ASSESSMENT

### Feedback Procedures by the Teacher

- All work will be marked using a **pink** pen to show if work is correct, to identify what children have done well and to praise children.
- A correction or improvement to be made within the lesson will be marked in **green**.
- Live Feedback will be done during lessons
- Work is marked in relation to shared learning objectives and the child's attainments.
- Teacher's writing to be legible.
- Prior to Feedback, children in KS 1 and 2 may be required to proofread or edit (shown in **orange**).
- Staff to use ticks and dots when Feedback work.
- Pupils to use **orange** when Feedback their own work.
- Staff will highlight work using **pink** to show it has been achieved and **green** when not achieved.

### Children will respond to Feedback:

- Encouraged to reflect after Feedback and take the opportunity to correct, practise or investigate a problem.
- Pupils may be asked to respond to why a piece of work has been highlighted.
- The teacher will ensure children have time to respond to Feedback.

### Quality Feedback – all learning

In quality feedback:

- Feedback focuses on what the children are learning and trying to improve and will be linked to the Learning Objective.
- Live Feedback should become a part of the developing dialogue resulting in pupil progress, for example, a pupil writes, the writing is marked away from the pupils and in his/her subsequent work, the pupil incorporates suggestions. This is best done during a unit of work, e.g. formative rather than summative.
- Time will be allocated for children to respond to comments

We believe that correcting has its place in Feedback but only when it contributes to an improvement in a pupil's work. Errors need to be pointed out if a pupil is to improve his/her work.

### Feedback and Feedback codes

For children working at EYFS level

#### Codes

**WS** – With Support

**GW**- Guided Work

**I** – Independent

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### **Teacher comments**

**Pink** smiley face is for good work.

**Black** is for annotation by adult describing how the work was completed.

For children working at Year 1 and 2

**Pink** smiley face is for good work and a praise comment like 'good'.

As appropriate, high frequency word errors will be highlighted if spelt incorrectly.

For children working at Year 3-6 levels

### **Codes**

**GW** = Guided Work

**WS** = With Support

**Pink** –Positive comment linked to Learning Objective.

High frequency word and key word errors will be highlighted if spelt incorrectly.

**Orange** editing will be used by pupils when correcting written and Mathematical work