

**Sayes Court**  
PRIMARY SCHOOL



# **SAYES COURT SCHOOL**

## **FEEDBACK POLICY**

**September 2020**

## What is the purpose of feedback?

Feedback provides information to learners about their performance and how to improve it.

### Feedback is most effective when:

- we share expectations with the whole class, groups or individuals so they know what they have to achieve (there will often be different expectations for different groups)
- we give examples of expected outcomes and models of good work and responses
- feedback and plenaries are given during the lesson
- children are involved in discussion – especially paired and small group talk
- children evaluate and feedback on both their own and other's work
- children are given daily opportunities / time to respond to feedback - this will differ depending on whether children are in school or remote learning

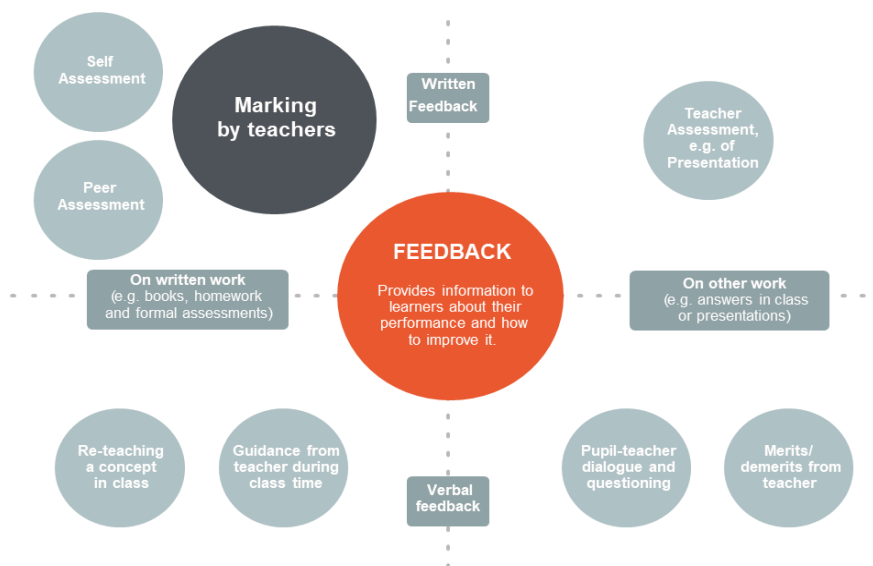


Figure 1. Examples of different forms of feedback.

### **Summative feedback**

This usually consists of ticks and circles and is associated with closed tasks or exercises where the answer is either right or wrong. This can also be marked by the children, as a class or in groups.

### **Formative feedback**

Written feedback:

- is done on a regular basis not only at the end of a piece of work
- it relates to learning objectives which are shared with the children
- It relates to success criteria shared with the children
- focusses on certain aspects of the work, not attempting to assess everything, and provides constructive comments
- recognizes effort and quality
- uses language which is consistent across the school, unambiguous, and appropriate to the child's maturity

- written feedback is responded to and children are given time each day to respond to marking – this must be part of each lesson before moving onto new learning – the amount of time to respond is age appropriate
- enables children to understand their achievements and know exactly what they must do next to make progress
- is cyclical and teachers must check children’s comments ensuring that responses have been made and acting upon this if they have not

When conferencing teachers:

- agree next steps and individual targets with children, and they become involved in setting their own targets
- give children specific advice for improvement is given
- teachers follow up agreed targets with the child to evaluate progress
- give children the opportunity to comment upon their work
- have a dialogue with children
- provide individual strategies for improvement

At Sayes feedback is given in the following ways:

- Verbally (this may include a dialogue between teacher and child, a group of children or the whole class)
- Using codes (see appendix A and B)
- Pink and green marking
- Peer feedback
- Self-assessment
- Interactive Whiteboard with a feedback slide
- Visualiser to go through examples
- Chat in Teams
- Through the Assignments tool in Teams

All of the above will also be used during remote learning.

At Sayes we use the following colour pens:

- Green – I need to respond
- Pink – I achieved my L.O – Teacher
- Purple – LSA
- Blue – children responding pen

At Sayes the following provide evidence in books and through discussion that feedback has been given:

- Children’s responding
- Marking
- Peer assessment
- Self-assessment
- Pink ticks once children have responded or purple if TA working with them
- The children can talk about their feedback
- The children can talk about the impact of the feedback given

- The children can explain the codes
- The children can explain what feedback is

## **Responding**

Children will be given time respond to feedback throughout lessons.

- During remote learning children will be able to respond in the following ways:
- Verbally
- Via chat in Teams
- During time in breakout rooms
- Via Dojo
- Use of forms with focussed questions (KS2)
- Via assignments in Teams

## **Feedback and Response – Remote Learning**

During remote learning children will continue to receive feedback via the feedback portal on their uploaded assignments and they will respond as above. We will also implement the following:

Monday

- Writing feedback during the live lesson from work submitted on Thursday

Tuesday

- Maths feedback during the live lesson from work submitted on Friday

Wednesday:

- Guided Reading feedback during the live lesson from work submitted on Monday

Thursday:

- SPAG feedback during live lessons from work submitted on Tuesday

Friday:

- Foundation subject work submitted to Teams with feedback during lessons the following week

Year 2 will be given live feedback daily for maths during the live lessons

Year R, Year 1 and Year 2 will be given live feedback during the live Phonics lesson

Year 6 will receive daily feedback via Teams Assignments and are expected to upload photos of edited work the following day.

### **We aim to ensure through our marking that:**

- symbols and codes which are displayed are understood by children and all staff
- children will be taught the codes from Reception
- children are given specific time to respond to written comments and to make improvements from the prompts that the teacher provides
- comments are clear and the language used is accessible
- specific strategies for improvement are given
- teachers will use a tick to show they have read through a child's response – where a response is incorrect or reveals a misconception, teachers will make sure further support is in place
- teachers will also check that spellings which have been corrected are spelled correctly in future learning
- as with spelling, teachers will ensure that corrections in other areas of the curriculum are correctly used in future learning / work
- in so doing teachers will ensure that feedback is impacting on learning

### **Guidelines**

- recorded (written) learning will be marked in pink and green pen throughout the school
- teachers must underline or double tick at least one part of the learning in pink where they believe the child has achieved the learning objective
- teachers must underline at least one part of the learning in green where they believe the child can make improvements (green for growth)
- teachers must write specific comments on the interactive white board or have a dialogue with the child where more detailed feedback is needed
- throughout the week teachers mark in pink and green in the margin or down the left side of the page
- throughout the school, children should respond appropriately to marking to show they have read and understood the teacher's comments – children should correct / up level their learning (in their blue responding pen)
- the agreed system of codes to mark each piece of work must be used (attached)
- children should be encouraged to identify words that they think are spelled incorrectly by putting a series of dots under the word
- words that are constantly spelled incorrectly or are target words should be added to a child's personal spelling log bookmark or Handy Hints folder
- in maths, answers should be ticked if correct and marked with a dot if incorrect - again using pink and green
- the child will be given an opportunity to redo the question, when it will be ticked if correct
- if it is not correct the teacher or LSA/HLTA will go through the question with the child on a 1:1 basis
- children should not rub out their incorrect answers but rewrite the question and show their working out

### **Monitoring**

Members of SLT and subject leaders will collect samples of work on a regular basis throughout each term to ensure:




- that there is consistency in feedback, responding and presentation of work across the school
- books show evidence of progress
- pupils can speak about the impact of feedback

## Marking Codes EYFS








In EYFS (Nursery and Reception) we continuously use verbal feedback. For example, how to hold a mark making tool or how to form letters correctly. We use lots of positive praise in our feedback and children's efforts are always praised alongside the feedback to help support the children's next steps in their learning and development whilst also building on their resilience. On written work, dots and ticks are used with the green and pink pens.

(Work completed independently will include an I in pink and work completed with support will include an S in green.) – this could be included on the key

In Reception a stamp is used or an s in a circle to show the work was completed with support or an I in a circle to show that the work was completed independently.

 pink writing	I achieved the Learning Objective.
 green writing  green dot	I need to respond







## Marking Codes KS1


 pink writing	I achieved the Learning Objective.
 green writing  green dot	I need to respond
	My answer is correct
	Something is missing
	These are my next steps
<b>VF</b>	My teacher spoke to me about my work
<b>I</b>	I worked on my own
<b>S</b>	I had help with my work
<b>F</b>	My friend checked my work
<b>//</b>	I need to start a new paragraph
FS or 	Finger Space
<b>C</b>	Capital Letter

N	Noun
Adj	Adjective
P	Punctuation
Conj	Conjunction
Av	Adverb
V	Verb



Marking Code KS2

 pink writing	I achieved the Learning Objective
 green writing   green dot	I need to respond
	My answer is correct
	I need to write in the correct answer
	These are my next steps
<b>VF</b>	My teacher gave me verbal feedback
<b>I</b>	I worked independently
<b>S</b>	I had support with my work
<b>F</b>	My partner assessed my work

//	I need to start a new paragraph
FS or 	I need to space my words out evenly
P	Punctuation
N	Noun
Adj	Adjective
Conj	Conjunction
V	Verb
Av	Adverb
For key grammar terms, an abbreviated form of the word will be used e.g. subj for subjunctive, FA for fronted adverbial.	