



## Feedback Policy

<b>Knaphill Federation of Schools</b>	
<b>Policy:</b> Feedback Policy	
<b>Governors' Committee Responsible:</b> Children & Learning	
<b>Policy Originator:</b> J Concannon	<b>Review Period:</b> Three Years
<b>Status:</b> Non Statutory Highly Recommended	<b>Next review Date:</b> Spring 2022

## Introduction

At the Knaphill Federation of Schools, we believe children learn best when there are the highest expectations of their achievements and of the quality of their work and we strive for excellence, continuity and consistency in all areas of practice.

## The Purpose of Feedback

The key purpose of feedback is to promote learning through identifying how children have been successful in their learning. Feedback will identify misconceptions and give children next steps to focus on so that they can progress further in their learning. We believe that feedback needs to be meaningful, motivational and manageable. It needs to be meaningful to the children, having a positive impact on their learning. It needs to motivate the children and inspire and stimulate children in their learning. We also believe that a key part of every lesson is providing many opportunities for children to give teachers feedback about their learning, inform AFL and support children engaging in deep learning.

It is essential that children are given time to read comments and respond, taking into account the age and ability of the individual. Children need to be given time to make improvements to their work and teachers must identify and allocate time for this in their planning. Marking should foster an interaction between the adult and child, giving feedback on the work they have done and guidance as to what the next step is.

## Aims and Objectives

We mark children's work and offer feedback in order to:

- show that we value the children's work, and encourage them to value it too;
- offer the pupils specific information on the extent to which they have met the learning objective, and/or the individual targets set for them;
- identify any misconceptions;
- provide a basis both for summative and for formative assessment;
- provide the ongoing assessment that should inform our future lesson-planning;

Marking needs to take into account the age of the child, hence we have slightly different practices in EYFS, KS1 and KS2. Across the Federation, teachers use pink pens to mark work and teaching assistants use purple pen, allowing children to clearly see and identify teachers' comments and feedback. When pupils respond to marking, they use green pen. Marking will always be carried out promptly, and will normally be completed before the next lesson in that subject (although this may not always be possible for longer pieces of work). Children use blue pen when completing peer assessment activities.

## EYFS

In the EYFS, the majority of work is marked according to lesson learning objectives, individual ability, effort, targets and/or needs. Occasionally it may not make direct reference to the lesson objective, thus allowing for professional discretion to be exercised, with a view to maintaining our very high standards and expectations. Teachers also use the following codes:

CI = Child Initiated

I = Independent

S= Supported

## Key Stage 1

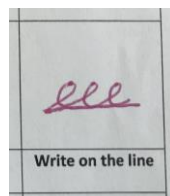
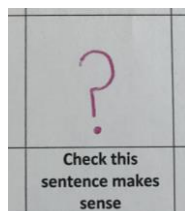
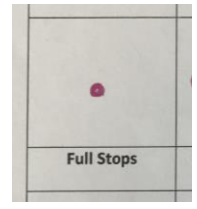
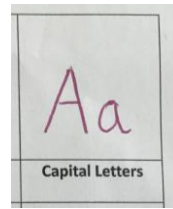
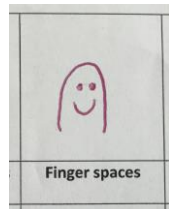
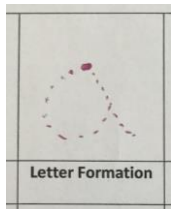
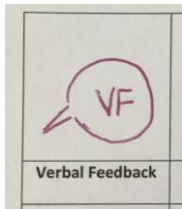
In KS1, Learning Slips are stuck into English and Maths books. They highlight Learning Objectives and Steps to Success. On Learning Slips, teachers identify how well a child has achieved against the Learning Objective by ticking the Success Criteria (Meet it, Beat it and Smash it) and by identifying how much support was needed.

Codes on Learning Slips/Used	What it Means
IL	Child completed work independently
CT	Child worked with Class Teacher
TA	Child worked with Teaching Assistant
GW	Guided Work
ST	Supply Teacher delivered lesson.
HLTA	HLTA delivered lesson.
S	Supported work

## EYFS and KS1 marking codes:

Meaning	Key Stage	Symbol
Spelling Error	EYFS/KS1	Spelling underlined and the correct spelling is written below for child to copy. Children will use phoneme frames or have a choice of 3 spelling options to choose from where appropriate.
Correct Answer	EYFS/KS1	✓
Sentence to be improved	KS1	*
Incorrect Answer	EYFS/KS1	× or . (Used at discretion of teacher)
'Golden Sentence'	EYFS/KS1	😊

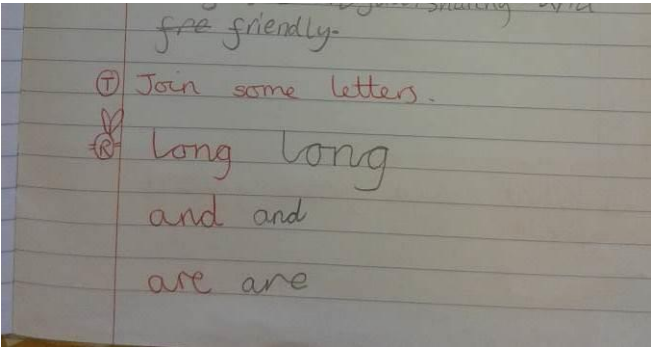
The following symbols will be used to help children quickly recognise ways in which they can improve their work and understand what they need to think about in their next piece of writing.



## Response Rabbit

Children will respond to marked work/comments at the discretion and encouragement of the teacher. E.g. by ticking or writing a comment. For example, they will be encouraged to read and/or leave a comment, improve a sentence or attempt a sum again after the teacher has drawn a Response Rabbit on their work.

- Feedback will help a child to identify their key priorities for improvement and the progress they are making.
- Teachers will use errors that are made by many pupil to inform future planning.

Response Rabbit	Children's Response
	<p>Write a comment/improve a sentence/copy spellings</p>

## Activities

At the end of every activity (if work is recorded) Year 2 children will be asked to colour a face on their Learning Slip (stuck onto work/activity) to indicate how they feel they have achieved in the lesson. Children will be reminded of the steps to success and success criteria, that they helped to create and/or discussed at the beginning of the lesson.

Symbol	What it Means
☹	I need more help
☺	I need a bit more practise
☺	I understand

## Year 2:

Subject	Marking
English	For extended writing, the children will be given a 'hands on' target where appropriate and pupils will make improvements in green pen. For reading or sentence level work, misconceptions need to be addressed.

Maths	To check calculation mistakes or set a target question where appropriate.
Science	Address any misconceptions or spellings.
Topic	Address any misconceptions or spellings.
Art	Verbally peer assessed and does not need to be marked by the teacher.

### Key Stage 2 (Years 3, 4, 5 & 6)

For all subjects, teachers and children must tick the success criteria checklist and address spellings. In addition to this, the marking guidelines for each subject are outlined below.

Subject	Marking
English	For extended writing, the children will be given a next step target for their next piece of work and this will be written at the top of their work. All children will be given time in lessons to edit and improve their work before it is marked. Misconceptions will be addressed and 'hands on' marking targets will be given, where appropriate. Pupils will make improvements in green pen. For reading or sentence level work, misconceptions need to be addressed.
Maths	To check calculation mistakes or set a target question, where appropriate.
Science	Address any misconceptions.
Topic	Address any misconceptions.
Art	Peer assessed and does not need to be marked by the teacher.
Guided Reading	Self/peer marking. Children will mark questions as a class.

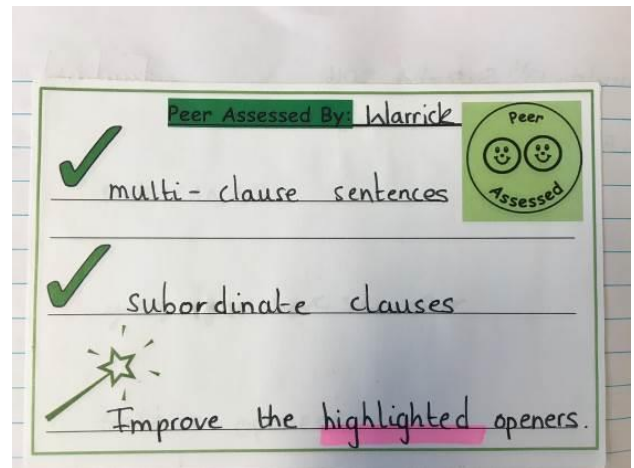
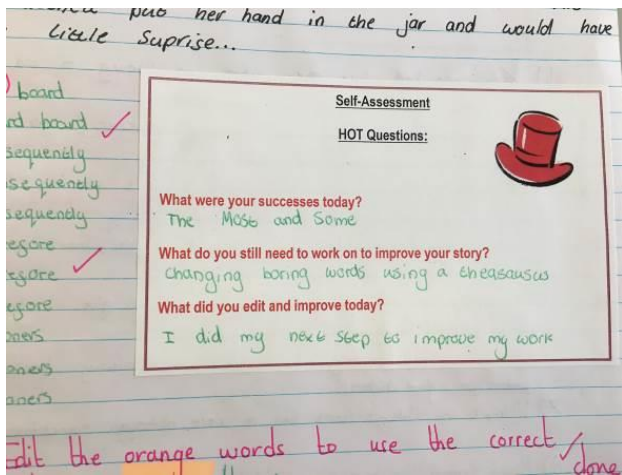
For homework, teachers need to address any misconceptions and known spellings.

### Spelling

In KS2, Children who still need phoneme frames will draw them for unknown spellings or the teacher will give the children three options for them to identify the correct spelling. All children are given time in lessons to edit and improve their work and use a dictionary to correct any spelling errors that they are able to do. Teachers will identify a maximum of 3 incorrect spellings in each piece of work and the children will write the spelling out 3 times to practise it.

### Self and Peer Assessment

Children should be involved with **self-assessment**: marking their own work and **peer marking** as much as possible, whether by proof reading their own work, checking it with a partner or reacting regularly to structured comments made on their work by their teacher. Children need to be shown how to assess their own and each other's work in relation to the Success Criteria. Children should be encouraged to find 2 positive aspects of their/another's work and an area for improvement.



When working 1:1 or in a group with a Teaching Assistant, the following codes are used to indicate the level of support given to complete the work, followed by the Teaching Assistant's initials, and where appropriate, a short comment.

Level of Support	Code
Independent work	I
With support	S
With a high level of support	S+

### Monitoring and Review

We are aware of the need to monitor and update the school's Feedback Policy on a regular basis, so that we can take account of improvements made in our practice. We will therefore review this policy in three years, or earlier if necessary.