

Wheldrake with Thorganby CE Primary School

Feedback Policy



Introduction

At Wheldrake with Thorganby CE School we understand that children's motivation and self-esteem are central considerations when providing them with feedback. We aim to maintain a positive ethos, underpinned by the school's Christian vision, where all children are helped to understand that making mistakes is a natural part of the learning process. We believe that the key purpose of feedback is to help children to move on in their learning and celebrate their achievements.

We seek to use marking as a tool to gain evidence about individual children, which informs the teacher and the child of strengths and next steps in learning. We believe the most effective feedback is that given 'in the moment'. We actively promote 'Assessment for Learning' philosophies and procedures in all areas of the curriculum.

We aim to improve learning by:

- Providing regular and effective feedback to children.
- Actively involving children in their own assessment and learning.
- Using assessment to inform future planning.

Principles of marking and feedback

- Children will be given verbal feedback, whenever possible, during the session, to follow up and support learning in a teaching session.
- There will be some verbal feedback, some in-depth marking and some light touch marking. There will also be some self and peer marked work
- There will occasionally be some pieces of work unmarked if no feedback from the activity is required.
- Children will sometimes mark their own work or that of their peers, within given guidelines.
- Children will be encouraged to check, re-read and improve their own work. Improvements and corrections will be done in a different colour.
- Green and pink highlighter pens will be used by teachers to evidence aspects of correct/good examples of work and areas for improvement/incorrect work.
- In all areas, marking focuses on a small number of priorities linked to the learning intention/s and success criteria. However, this is not exclusive, so other areas may be marked / commented upon too, as the teacher feels appropriate.
- Poor presentation or handwriting will be addressed.
- Whole class marking will be used as appropriate and feedback given.
- Adult's writing should be neat, in the school's agreed handwriting style and written in a contrasting colour to the pupils' writing.
- Comments should be appropriate to the age and ability of the child. The younger the child, the more important it is that the feedback is oral and immediate
- As appropriate, the children may respond to the marking in their books.
- Feedback will also be given by a teaching assistant, through peer review, through plenaries and in group and 1-1 sessions.
- Errors that were made by many children should be addressed through AFL.
- Marking will normally be done during the lesson as much as possible, and before the next lesson in that subject.
- Some spelling errors will be identified, with children practising the correct spelling using a Look, Say, Cover, Write, Check approach and may be included in personal spellings.

Early Years Foundation Stage

- We use Seesaw, a digital learning journey, to collect evidence of pupil's achievements and observations of learning. The observations are used to inform assessments against the Early Years Foundation Stage Profile.
- Written feedback is only provided in an age-appropriate manner and flexibilities are given for EYFS practitioners to mark and assess in the most effective way for our youngest children.

Marking codes may include:

Positive feedback or to show work is correct/ green highlighter pen

Correction needed/ pink highlighter pen

VF – Verbal Feedback (we talked about the work)

WS – With Support

I – Independent work

Marking is to be positive and able to move the learning of the children onwards. All children should understand their next steps and be aware of what will make them better learners.