St Jude's Church of England Primary School
Feedback Policy
September 2022

Our children
Our St Jude's Family
Happy – Inspired – Loved
The sky is not the limit
Ready for today - prepared for tomorrow

BELIEFS

At St Jude's we believe effective feedback:

- ❖ embeds knowledge so that children can use it fluently
- ❖ checks children's understanding and informs future teaching
- ❖ is relevant to the children and can be accessed easily
- ❖ happens in the moment and is immediate as much as possible
- ❖ can be both written and verbal
- ❖ can be whole class, small group or individual, depending on the needs of the children
- ❖ means taking the time within a lesson to address misconceptions and not just move on

AIMS

At St Jude's we aim to:

- provide timely feedback which informs pupils about how well they have met the learning and next steps to move their learning on,
- use our professional judgement and discretion to determine the appropriate form of feedback to be used in different situations,
- provide the opportunity for pupils to practise and refine skills in order to make progress,
- ensure verbal and written feedback is manageable for the teaching team and be accessible for all children.

Feedback should ultimately be seen by children as a positive approach to improving their learning.

Staff and children have shared their feedback with class teachers and senior leadership team and this has informed our feedback policy procedures.

GENERAL PROCEDURES

At St Jude's we believe that effective learning happens when there is a balance between verbal and written feedback, and we aim to utilise a range of strategies which we know to have the greatest impact on the children's learning.

Our **verbal feedback** can be:
- whole class feedback at the beginning of a lesson, during and at the end
- small group feedback with an adult
- individual feedback with an adult
- peer to peer feedback at the beginning of a lesson, during and at the end

Our **written feedback**:
- is linked to learning objectives/intentions and individual targets
- links with PLP targets if appropriate

- takes place during the activity or as soon as possible after the work is completed
- will <mark>include highlighted examples of where a child has met the objective</mark> (or demonstrated a skill), <mark>or areas where a child needs to improve to meet the learning objective</mark>
- will include use of **feedback codes, (see chart below)** used consistently across the school to ensure children are able to engage and respond to the marking
- is positive, constructive and informative, children are provided with time to respond
- may include open ended questions to encourage the child to demonstrate progress, not a closed question. children answering 'yes miss' is not permitted – a child's response demonstrates that they have read a comment
- reflects the teacher's knowledge of individual pupils, including those with SEND/EAL

How do we give **written feedback**?

- All work will show an acknowledgement from a member of teaching staff
- Teaching staff write in green pen in cursive handwriting
- The **'Next Steps' initial (NS)** will be used to indicate a moving on comment when appropriate. It will be used to deepen understanding. This may be a correction that the child needs to make, or provide additional challenge and reflection
- Light touch marking will apply for those children who have met the objective – and <mark>a pink highlighter</mark> pen used to indicate where a child has met the objective particularly effectively
- Deeper marking for those children who have made errors – highlighted with <mark>a green highlighter</mark>. This deeper marking will serve to scaffold/model the concept so that the child is supported with identifying their misconception. This will be evident in their response to marking carried out in the lesson or during the next lesson
- Extended pieces of writing must include a next step (in any subject). This could be an opportunity for a child to improve a section of writing in light of feedback – during the lesson or in the following session.
- Children are given time to respond to any written feedback as close to the time of learning as possible

FEEDBACK ON SPELLINGS IN DIFFERENT SUBJECTS:

➢ **Maths** – key subject specific spellings will be identified through feedback codes
➢ **English** – key spelling errors, appropriate to the child's attainment, will be noted below a piece of work for the child to practise. This could include High Frequency Words, Statutory Spelling List words, spelling patterns taught within that year group
➢ **All other subjects** - key subject specific spellings will be identified through feedback codes

When a child misspells a word, sp is written in the margin and the misspelt word is underlined. An effective spelling prompt or strategy (for example, missing letters in the word or repeating the spelling) is then used at the bottom of the piece of writing. This spelling prompt or strategy can be chosen by the teacher based on the child and their learning needs.

Children respond in blue pen (or blue pencil in Year 1 at the beginning of the year). In all subjects and year groups, children must not correct more than two spellings per piece of work.

EYFS

- Learning in the reception class is mostly evidenced through Tapestry
- Work in Learning Journals may annotated by the teaching staff to identify where significant learning and progress has occurred
- Teaching Staff identify when a child's work is Independent, Child-Initiated or Adult Led. Teaching staff **may** use the VF feedback code on work in Learning Journals to acknowledge when verbal feedback was given to the child at the time the activity was completed
- Verbal feedback is predominantly used in the reception classroom to support the children's learning and development

NON-READERS

Written feedback for non-readers in Years 1 to 6 will:

- Give children the opportunity to respond to their learning – and this may be recorded by the CT or TA to help assess the child's progress
- Share what the child has achieved/learnt in the session
- Include the symbol **VF** to acknowledge that verbal feedback was provided, if and when appropriate.

Allowances will also be made for year 1 non-readers at the start of the year. There will be a degree of flexibility in the expectations for **NS** depending on the pupil's development. As the next steps will, on the whole be included in the next lesson.

PUPIL RESPONSE

Wherever possible, marking is interactive. An opportunity is provided in every lesson for pupils to respond to previous written feedback, e.g. correcting errors, editing work, answering teacher's questions and moving on comments. This could include an opportunity to correct mistakes/rewrite spellings. Children always respond appropriately to the teacher's comments. The teacher will use the initial TBR to be revisited to signpost to children that this learning will be reviewed. Where appropriate children will have the opportunity to peer assess and provide feedback to a peer on a post it note.

Children will respond using blue pen

SEND Written Feedback

- Written feedback for children with SEND should follow policy
- Link all feedback back to PLP targets where appropriate
- Provide opportunities to practise incorrect spellings relevant to the child and their (age related) band on Target Tracker.

ROLE OF SUPPORT STAFF IN WRITTEN FEEDBACK

Support staff working with groups/individuals will:

- Give written feedback for the work for the group that they have been working with by addressing the learning objective
- Discuss successes / difficulties with the learning with the class teacher after the session or if this is not possible place a post it note in the book to inform the class teacher
- Use the Feedback Codes consistently – these are available in the classroom and included in this policy
- Ask the class teacher for clarification on specific marking comments if necessary
- Use allocated preparation time from 8.30 – 8.50 and 3.35 – 4.00PM to discuss planning, activities and preparation for future sessions.

MONITORING OF WRITTEN FEEDBACK

Written feedback will be monitored (as part of the monitoring cycle) by subject leaders and the senior leadership team at least once a term in all subjects.

FEEDBACK CODES – to be used by class teachers and support staff in written feedback.

p	punctuation
^	missing word
//	new paragraph
CT	Class teacher input / support
TA	Worked with and supported by a Teaching Assistant
I	Independent work
1: 6	Ratio of adult: number in group to be included if relevant - for both class teacher and teaching assistant
FS	finger space
c	conjunction
NS	next step
sp	spelling
g	grammar
TBR	To be revisited
VF	Verbal feedback given

Tickled pink - example of child meeting learning objective

Green for growth - example of where learning needs to improve

Highlighting is to be used in the children's work, not the learning objective

A Feedback Codes poster is used in the classroom (and in children's books if appropriate) to support the children with the codes. These posters are slightly adapted for KS1 and KS2 based on attainment expectations. See below:

St Jude's Feedback Code

(NS) = next step

ABC = capital letter

✋ = finger spaces

👂 = phonics

sp = spelling

^ = missing word

🔗 = joining word

● = full stop

VF = verbal feedback

I = independent

CT = supported by class teacher

TA = supported by TA

TBR = to be revisited

KS2

St Jude's Feedback Code

p = punctuation

^ = missing word

// = new paragraph

g = check grammar

VF = verbal feedback

CT = supported by class teacher

TBR = to be revisited

fs = finger space

c = conjunction

sp = spelling

I = independent

(NS) = next step

TA = supported by TA or LSA

This policy is a working document, reviewed by SLT in September 2022, and presented to staff on 7.9.22 It will be reviewed in November 2022.