



# FEEDBACK POLICY

September 2016

Thames View Junior School

September 2016- To be reviewed half termly.

## Rationale

It is important to provide constructive feedback to children, focussing on success and improvement needs against learning objectives and success criteria.

This facilitates children in becoming reflective learners and helps them to close the gap between what they can currently do and what they need to do next in order to make progress.

## Aims

Through careful and focussed feedback we aim to:

- ✓ Find out what children can do – see if they have understood work and ascertain standards therefore informing future planning,
- ✓ Give recognition and praise with clear strategies for improvement,
- ✓ Allow children time to read, reflect and respond to comments, both oral and written
- ✓ Use codes familiar to all children throughout the school in order to promote continuity.

## How should feedback be given?

The school endeavours to give quality feedback on children's work, providing positive guidance direction for improvement and challenge linked to the lesson objective and children's targets for development.

However this is not viable at all times and in foundation subjects feedback will not be as detailed as in core subjects.

## General All Subjects:

**All subjects should have a clear LO and wherever possible differentiated success criteria.** These can be determined by the children.

LO's should be highlighted with a **green +** or **orange –** to indicate if the LO has been achieved. A partly achieved LO should have both **+** and **-**.

Where it is possible, success criteria should link to the child's targets in the purple assessment folders and be marked clearly e.g. (T9) so that the children are aware that they have met the target. SC should be highlighted in the same way as the LO

Teachers should give **written feedback in purple pen. Children respond in green pen.** Where reasonable, work should have a **PT (practice target) or CT (challenge target)** set for children. These must be marked using green and orange.

Teacher's/ SSA's will initial all work to indicate who has given feedback.

**Supply Teachers will mark and feedback in RED PEN-** please make sure you give them one when they are covering. They must record the work by initialling **SUPPLY** at the end of a child's work. **This does not apply to non-class based staff.**

Teacher's/ children must indicate using the relevant coded system where feedback has been given as this can happen at any point during a lesson. If you have given a child feedback at a specific point- you must indicate that you have done so. *(see codes below)*

**OF-** Oral Feedback (children can write down pointers given during oral feedback in green pen)

**S-** Supported task or question/s

**PM-** Peer marked. ***Must be acknowledged by the teacher and a CT/PT should still be set.***

**SM-** Self Marked. Same as PM.

Grammar and spelling errors should be identified in all subjects. Mark these using the **purple pen**. Spelling errors **underlined**. Grammar errors to have a **wave underneath**. These can be corrected by the teacher but children should be encouraged to find and correct their own mistakes as a PT target or in OF in the follow up session.

Every session taught can have up to one OF group and one PM/SM group. PM and SM cannot go on at the same time as it is too difficult to manage. Children should only PM/SM once a week per subject. OF must be recorded by the child.

Children must be trained to PM/SM properly before they are able to do this independently. If this is not done correctly, the teacher must mark and feedback to the child.

Where a child is absent, add this date to the front/back of the book on the cover absence sheet. Where a child has left the lesson, rule the work off and write a comment as why they have left (group work, first aid etc)

- **English/Cross Curricular Writing including Science/ Blue book writing:**

All written work in books to be marked following the general policy.

Please ensure that any planning sheets are given full attention **not** just a '**tick and flick**.' Planning is arguably the most important part of the week!

Science/ cross curricular written work to be marked and feedback given by the following session.

Blue books- to be back to children with feedback by next time the book is used.

- **Guided Reading:**

Pre and post read tasks to be marked and targets should be clearly indicated if achieved. A CT/ PT must be set on the post read task.

All other GR work needs to simply be acknowledged by the teacher.

A comprehension activity in the GR books must be marked according to the policy with targets highlighted if achieved.

- **Maths including Cross Curricular:**

Feedback in maths should extend children's thinking. CT targets should as much as possible, be either problem solving based or give the opportunity for an expanded written response, getting children to explain their reasoning. E.g. Why do you think this? Can you explain how you know you are correct? How did you come to this answer?

Any cross curricular maths work including work in Science should be marked and feedback given in the same way.

**Examples of LO/SC and Feedback boxes:**

<b>Date:</b>			
<b>Learning Objective: (using RAC/Dr ICE)</b>			
<b>I think I can...</b>	<b>Success Criteria and targets to be achieved.</b>	<b>SC Met</b>	<b>PT/CT</b>
			<b>Green Pen Work:</b>