

St Ives Infant School



Feedback Policy

Approved by Governors – May 2022

Renew Date – May 2023



St Ives Infant and Nursery School

Feedback Policy

Purpose

Feedback is information given to the learner or teacher about the learner's performance relative to learning goals or outcomes. It should aim towards (and be capable of producing) improvement in students' learning. Feedback redirects or refocuses either the teacher's or the learner's actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the output of the activity, the process of the activity, the pupil's management of their learning or self-regulation, or them as individuals.

Aims

Within these principles, our aim is to make use of the good practice approaches outlined by the EEF to ensure that children are provided with timely and purposeful feedback that furthers their learning, and that teachers are able to gather feedback and assessments that enable them to adjust their teaching both within and across a sequence of lessons. The sole focus of feedback and marking should be to deepen children's understanding and further their learning. With this in mind, our policy on feedback has at its core a number of principles:

- Written comments will not be used where they are not accessible to children due to age and ability;
- Feedback delivered closest to the point of action is most effective, and as such feedback delivered in lessons is more effective than comments provided at a later date. In the moment feedback, allows children to know immediately what to improve and inform planning for next step learning;
- Feedback is provided both to teachers and pupils as part of assessment processes in the classroom and takes many forms other than written comments (for example: verbal, ticks and dots);
- Feedback is a part of the school's wider assessment processes which aim to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress.

Feedback Key Points

General:

- Our priority is 'In the moment feedback' achieved by continually going around all the children in the class during independent work.
- There is not an expectation for teachers to mark books away from the children at the end of a lesson. However, there is an expectation that books are assessed at the end of each session / day which will then inform planning for the next lesson or KUNCU (Keep up not catch up) support.
- Children are to be given time to respond to the feedback whether in the lesson, as a next step individually, group or class.
- All adults in class are to mark children's learning of the groups they have worked with.
- Children to cross out mistakes (one neat line) and write correction next to it. Rubbers are not to be used by the children.
- Feedback must be reflected in subsequent learning.
- Work must be annotated to show level of support: P (worked with peer), S (supported - adult has provided extra support with more focused input). If neither P or S are present it is to be assumed that the child has completed the work independently.

Writing:

- In the moment marking whilst feeding back to a child: a straight highlighted line in orange under a word or punctuation that needs editing and a straight highlighted green line under learning that reflects application of the learning objective.
- Orange arrow in a space where a missing word / phrase is needed to be added. Child can add the correction above.
- Correct letter formation – orange highlighted mistake and teacher model correct formation once on the page with 3 short orange lines for the children to practise correction. Only choose 3 maximum.
- Key spellings / HFW / taught words – maximum of 3 spellings to practise for each piece of work
- Child's corrections and edits in written work to be in pencil.

Maths:

- Teacher will use "in the moment marking" in Power Maths workbooks and use this to feedback to children. This is to ensure any misconceptions can be addressed immediately or can be used as a teaching point in the next lesson.
- Child's corrections to be in pencil
- A green mark for a correct answer, strike through the answer in orange if incorrect – so the children can correct the answer and record the correct answer next to it.
- Correct number formation – adult re-write correct formation. Only choose 3 maximum.

EYFS:

- Orange and green marks will be used to mark children's work, as the rest of the school.
- Work must be annotated to show level of support: P (worked with peer), S (supported - adult has provided extra support with more focused input). If neither P or S are present it is to be assumed that the child has completed the work independently.
- Some annotations by adults may be present in early writing to indicate what a child has intended for future reference.
- Adult comment may also be recorded in books when a child has given a practical or verbal response to some work.

Marking Key:

He was in the shop.

he was in shop.

He was in the shop.

Example of mistakes to correct:

p

6

was