



Court de Wyck Church of England Primary School

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FORMAL DOCUMENT

Gov. Ref. No. 49

Topic: Feedback		Document Type: Policy		
Related Documents and links to Every Child Matters agenda:				
Date of current Review: Autumn 2008		Reviewed by (position): Governing Body		
Name: Gary Wilsher		Signature: R. Dew Clerk to Governors		
Frequency of reviews: Yearly		Date for Next Review: Spring 2009		
Recommended time of year for review: Term 5			Legal Requirement? No	
Document History:				
Issue Number	Author/Owner	Date Modified	Date Approved by Governors	Comments
1	TLR's	1/10/08	1/10/08	Rewritten

Feedback Policy

COURT DE WYCK C OF E PRIMARY SCHOOL

FEEDBACK POLICY

This policy forms part of the whole- school policy for teaching and learning. It relates to the ethos of the school and has direct links with curriculum planning and assessment. Feedback at Court de Wyck fully supports the underlying principles of Assessment for Learning.

AIMS

Feedback will:

- provide constructive feedback to every child
- focus on success, effort and improvement needs against success criteria and learning intentions.
- enable children to become reflective learners.

All members of staff are expected to be familiar with the policy and to apply it consistently, including supply teachers and support staff

Defining feedback/ marking

- The term feedback/ marking is understood to mean whatever comments, notes and marks are recorded on a child's piece of work by primarily, but not always, another person.
- This may be accompanied by verbal feedback between the pupil and 'marker'
- It needs to identify strengths and weaknesses.
- The quantity and detail of feedback/marking will vary according to the subject and the age and ability of the child.

GUIDELINES

Marking & feedback should

- Be manageable for staff
- Involve other adults within the classroom as appropriate
- Relate to learning intentions/ curricular targets and success criteria which are shared with pupils/learners
- Give recognition and appropriate praise for achievement and effort and clear strategies for improvement, indicating the 'next steps' in learning
- Respond to individual learning needs
- Be accessible to pupils and help them develop an awareness of the standards they need to reach in order to achieve particular levels
- Give pupils the opportunities to become aware of and reflect on their learning needs
- Allow time for pupils to respond to marking- to read, reflect and respond
- Encourage pupils to self-mark and self-evaluate
- Be seen by pupils as a positive step towards improving their learning
- Inform future planning and individual target setting
- Be informed by pupils individual learning needs and previous assessments
- Provide evidence of assessments made and help moderate levels achieved
- Use consistent codes/ key across the school
- Be legible and clear in meaning
- Help parents understand strengths and weaknesses in children's work

STRATEGIES

Our school makes use of these forms of feedback:

- **Oral feedback**

Immediate feedback is the most effective and therefore more likely to be oral than written.

We recognise the importance of children receiving regular oral feedback. An adult will talk to the child about how they have met the learning intention and may question them about a specific part of the work to correct understanding or extend learning.

Children of all ages need oral feedback but it is particularly important in the Foundation Stage and Key Stage 1 where children may be unable to read a written comment.

- **Written feedback and marking**

Written feedback should be legible, clear in meaning and developmental i.e.

children will find out how they are getting on and what the next learning steps will be (children are informed by it and progress as a result of it)

Written feedback may consist of any of the following

- **Summative marking/ feedback** eg ticks associated with closed tasks.
Pupils may self-mark or as a class or group.

- **Formative marking/feedback.**

Not all pieces of work can be quality marked and teachers will use their professional judgement to decide which will be given detailed attention.

Emphasis should be focused on the success against the learning intention, and improvement needs for further success.

- **Self- marking.** Pupils should be encouraged to self evaluate where possible, using principles and tools associated with AfL, identifying their own successes and looking for improvement points. Eg 2 stars and a wish
- **Paired marking.** Pupils may also mark their work in pairs to encourage discussion, enabling more effective self- evaluation.
- **Shared marking** Teachers may sometimes use a piece of (unnamed) work from a child to mark as a class so the teacher can model the marking process and teach certain points.

CLASSROOM PRACTICE

- In order for the marking to be formative, the information must be used and acted on by the children. Time needs to be built into lessons/ activity sessions for children to reflect on feedback and respond to it.
- All punctuation, grammar and spelling errors are not marked in every piece of writing but will be noted as a future teaching point. However where punctuation is a curricular target then children will be expected to attempt to meet this. This will mean that some aspects of a piece of work may be uncorrected but all aspects will be addressed over time.
- At the start of each Autumn term Key Stage staff should agree common feedback practices to ensure continuity.
- Use of codes/keys should be consistent throughout the school.
All feedback will be dated and initialled by staff and/or child.
ST supply teacher
VF verbal feedback
IND independent
- Written feedback needs to be marked in a colour that can be clearly seen but not dominate.
- **All** work should **at least** be signed and ticked to show it has been looked at.
- Remember too much written feedback becomes inaccessible to children. It is more effective to have a smaller number of items linked to success criteria as a focus for feedback/ marking
- In Mathematics if a child has misunderstood a concept then a written example should be given.

Monitoring and Evaluation

The Curriculum Leader and SLT will monitor work and talk to children every 2 terms to observe marking techniques and consistency.

All subject leaders when monitoring should take account of marking in their subject area.

Review

This policy was agreed in May 08 and will be reviewed in May 09

Alison May

Literacy Leader