



# KINGSNORTH CHURCH OF ENGLAND PRIMARY SCHOOL

<b>Name of Policy:</b>	<b>Feedback Policy</b>
<b>Date Written:</b>	May 2013
<b>Date Updated:</b>	July 2018
<b>Updated By Who:</b>	WLT
<b>Policy Originated from:</b>	Kingsnorth Primary School
<b>Date To Be Reviewed:</b>	
<b>Policy Approved By:</b>	SLT:
	Staff:
	Governors:

**Our Vision Statement:**

**Kingsnorth...the best days of OUR lives!**

**Kingsnorth Values Statement**

At Kingsnorth we ACHIEVE by...

- Aiming high Academically, Spiritually, Socially and Emotionally
- Challenging ourselves constantly to improve our learning
- Helping each individual reach their potential
- Inspiring others and being inspired
- Encouraging risk taking
- Valuing others and feeling valued
- Enriching lives through our Christian Values to become future citizens of the world

**Our 5 Key Christian Values are:**

Thankfulness, Friendship, Trust, Compassion and Endurance

**Statement of Intent**

'Recognising its historic foundation, the school will preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with the Church at parish level and the Diocese of Canterbury..

The school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith and promotes Christian values through the experience it offers all pupils.'

**Inclusion and Equal Opportunities**

All children have equal access to the curriculum regardless of their race, gender, or disability. Our behaviour policy underpins all that we do at Kingsnorth and should be closely linked to our other policies.



## **Policy Statement**

At Kingsnorth CEP School, our 'Feedback Policy' directly links to our policy for Learning and Teaching. It also links with our assessment policy and curriculum policy, and is in direct relation with the ethos we are trying to promote at our school. This policy is underpinned by our school values.

## **Aims and Purposes**

This 'Feedback Policy' aims to:

- Give children opportunities to reflect on their learning, and be integral in the process to move their learning forward.
- Give clear strategies and focused comments for improvement, where relevant.
- Give recognition and praise for children in their achievement of the learning objective.
- Improve learning through immediate impact, either oral or written.
- Create learners who are eager to improve.
- Allow time for children to respond to feedback, and to make the necessary improvements.
- Involve all children in this process across all subjects.
- Assess learning to inform future planning.
- Support formative assessment.
- Show consistency in feedback across the school.
- Involve children in peer feedback and self-assessment processes.

## **What should be happening?**

Children should be shown examples of high quality of work being produced by other members of the class/previous year groups. Teachers should be praising children by showing their work to others, and setting high standards for the work the children produce. The visualiser can be used for this process

- 1) Children's work should be responded to in lesson or soon after their completion
- 2) Written feedback, where necessary, is completed in black pen by all teachers
- 3) Children should regularly discuss and then self-assess their work in green pen (pencil in Lower School)
- 4) Feedback Marking Symbols, included in the appendix, are used throughout the school to ensure consistency

## **EYFS**

Detailed observations inform the next steps in learning and teaching. When appropriate to the child's stage of development, the adult will follow the guidance below.

## **Key Stage 1 and 2 guidance:**

The teacher notes the context in which the work has been completed (for example, shared/independent/partner work).



Supply teachers will mark in children's books the word 'supply' if they have marked a piece of work. Teaching assistants will mark 'TA' if they have been TA assisted, and if the symbol 'CT' is written if the class teacher has supported them. Where a question or learning point is given (related to the learning objective), time should be available for pupils to analyse these, make the necessary additions to their work and respond to what the teacher has proposed.

### **Focused Feedback:**

Teachers are expected to mark books regularly by highlighting learning objectives either green, orange or pink to indicate whether they have met the learning objective. Green symbolises that they have fully met, orange is that they are working towards and pink shows the LO was not met. Some constructive **written** feedback may be necessary and when used, will be directly related to the learning objective and/or success criteria. Children will have the opportunity to respond to this feedback as soon as is practicable.

### **Prompts and suggestions**

Effective questioning form an essential way of developing understanding. See Learning and Teaching Policy. These are suggested prompts and comments that could extend children's learning:

#### **Feedback prompts**

- Reminder (e.g. 'What else could you say/ add in here?')
- Scaffolded (e.g. 'What was the dog's tail doing?')
- Example (e.g. 'Choose one of these or your own: Lightning is like a leopard, ready to pounce on his prey')
- Evidencing (e.g. Can you prove this point? What would happen if...?)

#### **Teacher Improvement**

- ✓ Elaborating/ Extending ('Tell us more...')
- ✓ Adding a word or sentence ('Add one word...')
- ✓ Changing the text ('Find a better word...')
- ✓ Justify ('Why...?')

#### **Non-Negotiables**

Each year group should have a set of **non- negotiables** which they expect to see in every piece of work undertaken. These should be presentational (short date in Maths, long date in Literacy etc) and based on the grammar and punctuation they expect in writing (capital letters to start a sentence, full stop to end it etc). These should be displayed for all children to see. Teachers make it clear to children that they are expected to read back through their work after every piece they complete, to make improvements and to avoid unnecessary errors.

#### **Monitoring of Feedback**

Monitoring in this area could be carried out through;

- Lessons observations
- Book scrutiny
- Learning walks
- Discussions with staff and conferencing pupils



## Appendix 1 Key Feedback Marking Symbols

Highlighting the Learning Objective	
	The LO has been MET
	The LO has been Part Met, some understanding has been shown
	The LO has NOT been met – this needs re-teaching
<b>Green pen/pencil</b>	Pupil self-assessment/editing
<b>Black Pen</b>	Teacher/Adult comments and marking

Non Negotiables - Marking symbols IN MARGIN ONLY	
CL	Capital Letter Missing
FS	Full Stop Missing
P	Punctuation Missing/Error
SP	Spelling
^	Something added to the work
// or	New Paragraph or Finger Spaces
Within the text.	
→ or	Improvement Point or Next Steps in Learning
✓ or <b>green highlight</b>	A Good Point made or Correct
✓✓	A Very Good Point made or Excellent
	Incorrect (answer circled)

Context of the Task/Activity	
	Independent Working
	Worked in Groups or Pairs
	Verbal Feedback Given
	Child supported by: Teacher / TA / Adult / Student
<b>Supply</b>	Marked by a supply teacher
<b>HP HH</b>	House Point or Happy Hand (Yr R)



## Appendix 2

### Marking Support Documents

#### Guidance for marking writing in Read Write Inc. Phonic lessons

##### Why do we mark children's work?

We mark children's writing to show them that we care about their efforts and the progress they make.

Marking helps them understand how and why their writing is successful and how it can be improved.

Marking is vital in assessing the effectiveness of our teaching - what children have understood and what we need to teach them next.

Marking prompts a dialogue between the teacher and the child and, therefore, further opportunities for assessment.

##### Questions about your marking

Are you and the children clear about the purpose of every activity?

Do you reflect the purpose in your marking?

Do you provide time and guidance for teaching assistants to mark work thoroughly – if not, do you organise for writing to be marked by the class teacher?

Do you give verbal feedback to different children during each session – particularly to children who are at an early stage of reading? (Summarise if you need evidence.)

Do you make time in the lesson for confident writers to respond to your marking?

##### Specific guidance for marking Read Write Inc. activities

###### Activity 4: Spelling test

Purpose: To spell words correctly

Marking: Children mark with guidance from their teacher or teaching assistant

The teacher writes the word on the board.

Children tick each **sound** spelt correctly and correct errors with a coloured pencil.

###### Activity 5: Hold a sentence

Purpose: To use correct spelling, punctuation and word order

Marking: Children mark with guidance from their teacher or teaching assistant

The teacher writes the sentence on the board.

With a coloured pencil children:

- tick correct and insert missing punctuation
- tick words spelt correctly and correct words with **sounds** spelt incorrectly (avoid writing out the whole word)
- insert a missing word with an upturned V.

###### Activity 6: Build a sentence

Purpose: To use new vocabulary in a sentence

Marking: Respond verbally to children's word choices during the lesson

- tick adventurous vocabulary, including the Build a sentence word
- draw a bold pencil line under misspelt Red Words that you expect children to spell correctly
- use ^ to indicate that a word or letter needs inserting
- avoid correcting spellings of adventurous words containing graphemes not yet taught
- write a positive comment about the use of vocabulary and/or sentence structure.

###### Activity 7: Editing for spelling and punctuation

Purpose: To develop editing skills relating to spelling, punctuation and word order

Marking: Children mark with guidance from their teacher or teaching assistant

The teacher writes the sentence on the board.

With a coloured pencil, children tick each corrected error and insert any missed words or letters.

###### Activity 8 and 9: Writing composition

Purpose: To write a composition using the writing frames and picture prompts

Refer to the writing chart on p.28-31 of the Get Writing! handbook. Mark according to the features of each fiction and non-fiction task.



Marking: Respond verbally to children's writing during the lesson

- tick adventurous vocabulary
- draw a bold pencil line under misspelt Red Words that you expect children to spell correctly
- use ^ to indicate that a word or letter needs inserting
- write a positive comment about the use of vocabulary, sentence structures and/or ideas
- avoid correcting spellings of adventurous words containing graphemes not yet taught
- provide children with steps for improvement
- note common errors/ steps to inform future teaching.

In addition consider:

Green, Purple, Pink and Orange Storybooks

- with a coloured pencil, children highlight their successes e.g. punctuation, Power Words
- summarise verbal feedback on a note headed with VF (verbal feedback).

Yellow, Blue and Grey Storybooks

- Write a prompt for children to respond to in the next lesson, such as:
- Which words would you use to describe John Little to someone who had never met him?
- Why do you think Barker is a good pet?