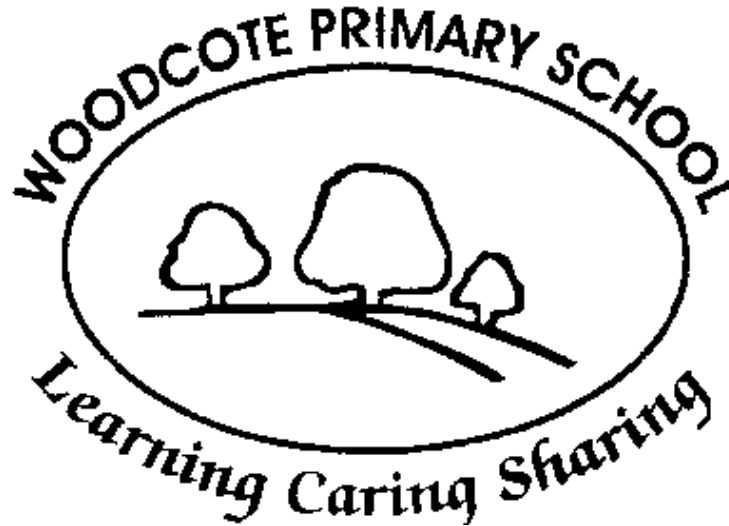


# Woodcote Primary School

## Feedback Policy



Adopted: Sept 2024

To be reviewed: September 2027

Chair of Governors:

Headteacher:

## **Introduction**

At Woodcote Primary School we believe that feedback is an essential tool to help teachers to praise good work, assess progress and close gaps in learning. Feedback can be both oral and written. When written it is known as marking. The primary audience must be the child and it must enable the child to understand what they have done well and how they can improve. Written feedback can also be a useful diagnostic record of achievement.

## **Principles:**

This policy is formed in the belief that effective feedback:

- is essential to high quality teaching and furthering children's learning
- recognises and celebrates a range of achievements, including non-academic
- provides information for monitoring and evaluating curriculum provision and planning
- forms a part of the overall assessment processes in the classroom
- aims to provide an appropriate level of challenge and enable children to make good progress
- must be related to learning objectives
- is consistent in practice
- is realistic, achievable, manageable in its scope and is not additionally provided for external verification of teaching

## **Aims:**

The aims of feedback are to:

- reveal children's strengths, weaknesses and misconceptions and gaps in learning
- praise what children understand and can apply
- identify gaps and enable progress to be made
- ensure early identification of children with special educational needs
- inform future planning and progress
- ensure continuity and progression in individual learning
- communicate to the child accurate information about their achievement

## **Different forms of feedback:**

All pupils' work should be reviewed at the earliest appropriate opportunity and feedback should be delivered at the closest point to the learning so that it might impact on future learning.

## **Feedback should:**

- provide clear feedback to the child about strengths and weaknesses in their work
- recognise, encourage and reward children's effort and progress
- focus teachers on those areas of learning where groups and individuals need help
- provide a record of children's progress
- promote dialogue between teacher and pupil
- encourage children in the development of self-assessment skills
- relate to planned learning objectives and success criteria
- indicate next steps in children's learning

**MITA feedback codes should be used in pupil books, placed in the margin and possibly alongside oral feedback, which should be noted in the child's book with a VF and be:**

- providing opportunities for 'on the spot' improvement by the child
- discussed when circulating whilst discussing children's work or returning books, individually or collectively
- provided in plenary sessions, individually or collectively
- paired or partner oral feedback used to develop self-assessment skills
- redirecting learning to future possibilities
- developing further what has been learned in the course of that piece of work

Where a child is provided with **support** the page will be initialled in the bottom outside corner by the member of staff who provided the support and these initials should be highlighted in blue. When **Verbal Feedback** is given, a VF in the pupils' book should be initialled by the member of staff providing the verbal feedback.

**MITA CODES**

**Scaffolding used for greater independence**

Teaching Assistants play a vital role in supporting children to develop their own thinking and their independent skills. When supporting a child, the following codes should be used to show the skills the pupil is developing and the type of support that has been provided.

Self-Scaffolding	SS	Observe pupils, give thinking time / processing time, can the pupil review what they have done?
Prompting	P	Wait, give the pupil time, ask a question like "what do you need to do first?" or gesture to the wall / equipment as a prompt without actually telling the pupil what to do
Clueing	Cl	Give a small clue as a question, give a further clue as required
Modelling	M	Show and talk through using the first person "I am...."
Correcting	C	Use this one sparingly, modelling is better learning approach

**Early Years Foundation Stage**

- immediate feedback is sought daily to ensure a curriculum that reflects the child's interests
- verbal feedback is most immediate and provides good opportunity to move the learning forward
- written feedback could be as simple as sticker, team point or reward
- evidence of marking will be found on written work and annotations recorded where appropriate but a large majority of evidence for EYFS assessment will be via conversation with the child and observation during the school day
- the children self-assess their work by traffic lighting in the same colours as further up the school
- blue highlighters over the initials at the bottom of the page should also be used to show additional adult support given (other than the teacher) when working alongside the pupil

**Floor books, photographs, filming and voice recording:**

- these are all worthwhile forms of assessment and can all be used to help children improve their work or as evidence of achievement, especially where the work is transient (e.g. dance) or bulky (e.g. art, science experiments)

### Written Feedback should:

- only be used as written words at a level that is accessible to the child
- be legible and clear in meaning
- encourage challenge
- support the moderation process
- praise effort
- provide acknowledgement of work completed via the progress made
- provide a record of oral feedback noted on the child's work
- provide a record of work undertaken with support or group work

### Practice:

- a learning objective (expressed as a WALT) will always be written at the top of a piece of work
- feedback will be related to the learning objective
- classes can use **smiley faces and stickers** etc. to encourage or recognize good learning
- **team** points can be awarded to children for good work and improvement
- the pupils across the school are required to 'traffic light' their work (in the same colour range as above) for self-assessment
  
- for review feedback a written comment is not always needed; work can be effectively assessed and feedback provided via the use of highlighters as below:
  
- Teachers will highlight the WALT in pink, amber or green highlighter to assess progress towards the WALT, as follows:

WALT met and understood
Some progress but further growth required
Objective not met at all

- Throughout the work teachers could also highlight words and phrases as follows:

Good recognition of progress or meeting the WALT, underlining the appropriate point/word/phrase in the child's work
For the pupil to look at again

- Codes to be used in marking, as follows:

GW is written on the work to show group work
VF is written on the work to show when verbal feedback has been given
WS is written on the work to denote work undertaken with support from an adult

### Children's self-assessment

- children self-assess and edit their own work using a purple-coloured pen or pencil
- children learn from assessing a peer and then discussing this feedback with their teacher and this should be done at regular intervals across the year, particularly in KS2

## **Inclusion and equal opportunities**

We have an inclusive approach to feedback. We aim that our practice is accessible to all learners, however we recognise that some support for children with SEN and those eligible for the Pupil Premium Grant may need to be given through additional feedback, comments read to them, time offered for discussion and listening to their personal input into their next steps.

## **Monitoring and evaluation of this policy**

This agreed marking policy is monitored annually by the HT, SLT, teaching staff and Governors to ensure it reflects and promotes good practice. A full review will be undertaken every three years, if no significant change is required earlier via the monitoring process.

This policy is due for full review in September 2027.