



Feedback Policy



Purpose of success and improvement feedback and marking

Feedback in our school is undertaken for the following reasons:

- ☺ To provide the class teacher with diagnostic information about the strengths and weaknesses of pupils;
- ☺ To inform for teacher's planning;
- ☺ To provide feedback to pupils about their strengths and weaknesses, and to set targets for future improvements, promoting active involvement of pupils in their own learning;
- ☺ To celebrate achievements and motivate pupils in their work.

Feedback will relate directly to the objective and success criteria set in the lesson.

Process of Feedback

It is the responsibility of the whole staff to ensure work is dated and give the child sufficient time to respond to the next steps / corrections given (10 minimum).

Focussed marking will take place every week.

If a teacher has given oral feedback to a child then a speech bubble will appear on the work, with the staff's initials inside to show who gave the feedback.

All focussed marking will take the form of WOW and NOW and be based upon the learning objective and success criteria for that session.

The WOW (*blue ink*) will indicate what the child has achieved and done well. The NOW (*pink ink*) will indicate the next steps / corrections for the child.

Read & Respond for KS2 children will be done in **green** pen and for KS1 children will be in pencil.

Children will be made aware of the success criteria at the beginning of and throughout the lesson.

From Year 2 children will be expected, if appropriate, to complete and or comment on the suggestions given. There will be opportunities for children to look at a piece of work and partner mark (or done as a guided group) using the success criteria set. When peer or self-assessing the children in KS2 will mark in **green** pen and children in KS1 will use pencil.

Improvement prompts will be used in marking for different abilities to enable all children to succeed in improving their work.

Extension prompt: Write more about James' character. *Higher ability child*

Scaffolded prompt: What type of boy is James – good, bad, shy, kind? Do you have your own idea? Finish this sentence: James likes to play jokes on people. For instance, he ... *children need a scaffold – they need a model in order to move forwards*

Describe what James would do if he heard unkind words about a friend.

Example prompt: Choose one of these or own to describe James' character

James was kind, likeable boy with a great sense of humour. James was easily bored and liked lots of attention. *Most children choose their own*

Corrections

The extent to which pieces of work are corrected for spelling, punctuation and grammar will be determined by the ability of the child and the success criteria for the task. Errors in

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spelling / punctuation and grammar will be highlighted for the child to correct during the read and respond time given at the beginning of each session.

Motivation

Motivational rewards will be used when appropriate ie stickers, house points, smiley faces, raffle tickets for prize box.

Each week, we will hold a celebration assembly where children get recognised for good work / efforts during the week.

This policy was developed by staff and ratified by the Full Governing body.

This policy will be reviewed on an annual basis.

November 2015

November 2016

September 2017