



Feedback Policy

Signed:

Chair: R. Dutton

Head: H. Swindells

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Feedback is an important part of learning and it helps children to see how they can progress and improve under the guidance of the teaching staff.

What does feedback look like in practice?

Feedback can be given during and after learning. This is by a verbal discussion individually or collectively and through marking of work either during learning or afterwards. Attention is given to all forms of feedback to ensure children understand what they are doing well and how to make improvements. Written feedback (marking) during a session will be in pink or purple ink and after the session, will be done with a green pen so that children can identify new marking in their books.

Symbols are used across the school to give direction on areas for improvement and support children towards independently editing their own work. This also avoids lots of teacher writing which can be overwhelming for children.

Symbols will be introduced at stages appropriate to age and learning. These will also be discussed in class and displayed on the classroom wall so that children have a full understanding of its meaning.

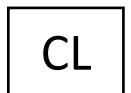
Teaching staff encourage children to reflect on their work and help children to identify and correct their own mistakes. This, in turn, will form a dialogue between teacher and child and between children and their peers.

What are the symbols and how might they suggest that a change needs to take place?

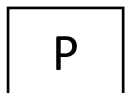
The symbols will stay the same throughout the school. Each symbol can be used with a multiplication sign if a number of errors need addressing.



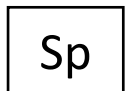
A finger space is needed.



A capital letter is needed.



Punctuation is needed.
. , ? ! ' symbols may follow the P to assist the learner



Correct or practise a spelling error.

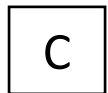


Vocabulary
Change the word you have used for a better one

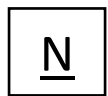
Maths

Incorrect answers will be marked with a dot or cross so that children can easily see where they have made errors. The formation of numbers will be addressed including legibility.

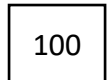
The following symbols are used in maths to show the level and type of support during learning.



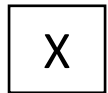
counters were used



a number line was used



a hundred square was used



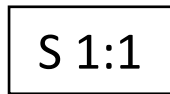
multiplication grid was used

Challenges are set after learning to recap learning independently and deepen understanding.

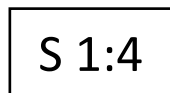
Additional support

When children receive additional adult support in class (often as part of a support plan) this is recorded in their book to show the level of support.

For example:



support of one adult to one child



support in a small group of one adult to four children

Highlighters

Highlighters are used to identify a specific section of work to be corrected or improved.

Independent Writing Books

These books are marked weekly and children are given clear strengths and targets for improvement so that week-on-week children are showing a developing understanding of their own writing and how to make progress. Within the piece of writing, children should



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demonstrate their own editing skills and be encouraged to make improvements before their work is marked by an adult.

Where and when should children correct their work?

Adults allocate time for children to review, check, edit and correct work during lessons.

Planning for feedback and marking.

Teachers have a clear idea of the required outcomes from a learning challenge and feedback reflects this.

Challenging through feedback

At times, there may be a lack of mistakes in a piece of work which could suggest that the work has been too easy. This is where questioning can be used to extend thinking. A teacher will:

- Set problems and investigations to develop reasoning, resourcefulness, responsibility, responsiveness, resilience, recollection and reflection.
- Provide opportunities for creative and productive thinking.
- Ask the child to explain their learning.
- Ask a child to edit and improve a particular section of work.

It is also recognised that children wish to feel a sense of achievement and feedback supports this through ensuring a focus on effort, attainment and progress. Children will always be recognised for the things they do well so that they welcome feedback as a positive process.