**CUDDINGTON AND DINTON CHURCH OF ENGLAND SCHOOL
POLICIES AND PROCEDURES**

Feedback Policy

Date Reviewed	**October 2018**
Date adopted by Governing Body	
Date for next review by Governing Body	

Rationale

We believe that verbal feedback and written feedback help raise standards. These strategies form the most useful and powerful ongoing diagnostic record of achievement. Feedback and marking makes tracking of learning objectives and outcomes for individual pupils on a day-to-day basis manageable and feeds onto the next cycle of planning for teaching. It is also an extremely effective medium for ensuring that the learners are aware of their own progress and how they can improve.

Aims

Within our school we believe a feedback policy will:

- Create a dialogue between learner and teacher/support staff or other adults;

- Ensure continuity for the learner as s/he moves through the school;

- Signal areas of achievement/areas for development to adults and learners to inform future planning;

- Aim to raise the achievement and self-esteem of learners by providing them with prompt, regular and diagnostic feedback about their work.

- Provide a focus on learning objectives and success criteria;

- Provide both oral and written feedback as appropriate;

- Provide the teacher and support staff with an evaluation of the lesson;

- Confirm that the learner is on the right track and suggests areas for improvement. Suggestions for improvement will act as 'scaffolding';

- Provide learners with opportunities to assess their own and others' work and give feedback;

- Ensure that learners understand their achievements and know what they need to do next to make progress;

- Encourage learners to comment on their own work before handing it in;

- Provide alternative solutions if a learner continues to fail in a given task;

- Give learners time to act upon the feedback given by the teacher or another pupil;

- Help set the next piece of work with other information to adjust future teaching plans;

- Provide a record of a pupil's progress

- Help identify the next steps in learning

- Help parents understand strengths and areas for improvement in their child's work.

Types of Feedback

Oral Feedback

This is the most direct and instant feedback and is given verbally through the class teacher, teaching assistant or other pupil's whilst discussing a piece of work.

- A member of staff giving positive reinforcement to those children who are fulfilling the given objective or success criteria.
- Highlighting for a pupil, or asking, how an active piece of work could be improved or developed.
- Pupil's sharing work and providing peer feedback for each other following a teacher's model.

Any verbal feedback given to a pupil during, or following, a lesson should be noted on the piece of work discussed using the symbol 'V' followed by a brief explanation of what was specifically addressed e.g. 'V – Use of speech marks'. This should be written by the member of staff who instigated the dialogue.

Written Feedback

This can take many forms, varying from:

- acknowledgment and confirmation tick on, or next to, the learning outcome or challenge slip.
- words of encouragement (this can be smiley faces in KS1)
- bullet points highlighting specific achievements or opportunities for development within a piece of work.

Quality marking, more detailed marking, should realistically be used to feedback on 1 piece of work each week in the core subjects, but this will vary in relation to, for example, the stage of the writing process in English, or the nature of a task in Science or Maths**.**

Quality marking should include:

- At least two positive comments regarding the piece of work in question
- At least one area or point for development - a 'next step' comment. These should not outnumber the positives.
- Comments on generic skills or understanding, applicable to other areas of the curriculum where possible.
- Time for the pupil's to read, respond and act upon given comments, becoming part of an editing process.
- Opportunities for a written dialogue to open between pupils and staff, particularly if a question was posed as part of given feedback.
- Reference to individual, group or class targets where appropriate. In these cases it should be noted alongside the symbol 'T'. Comments may highlight where a target has been 'worked towards', met or perhaps where an opportunity to aim for a target has been missed.

- Next Step Marking:
  If all the work is 'correct' a challenge question or a problem may be set for the child to complete. Equally a next steps question may be used to address misconceptions.

In order to reflect the consistency and neatness we expect from the children in the presentation of their work, staff will mark using green ink pens. This will not only make any feedback or marking clear for pupils, but also echo the positive approach in which all feedback is intended.

All adults, except the class teacher initial the piece of work they have marked. If there is no initial on the work then the assumption is it has been marked by the class teacher.

Children will peer mark, edit or engage in feedback using the red pens provided.

Involving Learners in feedback
We use a variety of strategies to ensure that learners are part of the assessment process such as:

- Verbal feedback – teacher and learner;
- Quality/focused written marking with time for follow-up;
- Self-assessment;
- 'Critical friend' feedback – pupil and pupil;
- Planned opportunities for discussion either as a whole class or in groups.
- Suggesting alternative ways in which they can improve their work;
- Positive acknowledge of correct/good work;
- Encouraging comments on areas needed to develop.
- Children may mark or review their work with red pens or pencils.

The phrases and symbols being used within this policy will be displayed and defined consistently in all classrooms.

Pupil's books will be moderated in order to maintain the consistency and quality of the feedback being carried out.

Monitoring and Evaluation
The Assessment Co-ordinator and Subject Co-ordinators are responsible for the monitoring of the policy.

- Work sampling and book scrutiny takes place in Senior Management Team (SLT) meetings or as part of staff meetings led by subject coordinators.
  The Assessment Co-ordinator oversees the above process and produces an action plan prioritising any changes.

Feed back across Foundation, KS1 and KS2 will be annotated as follows:

V	verbal feedback and quick explanation of what was said
✓	achieved
●	incorrect answer
☺	Good/reassurance
👣	next steps
C	credit point – this will have a number inside which denotes amount of credits
S	the child was supported by an adult for specific children teachers may put **1:1** if the child has worked one to one with an adult
I	the child completed the work independently

Feedback in Foundation and Key Stage 1:

In Foundation and Key Stage 1 most feedback will be given verbally through the class teacher or teaching assistant whilst discussing a piece of work.

Feedback in Key Stage 2:

In Key Stage 2 we expect the children to take greater responsibility and a more active role in the marking, reviewing and improvement of their work. We appreciate the most valued feedback is of a formative nature enabling children to raise the level of their achievement. This process is supported through both oral and written feedback and works alongside our assessment systems to give pupils an active role in their learning.

All feedback is relevant to the lesson in which the work is produced and should be objective specific wherever possible, or informed by pre-arranged success criteria/challenges, including those of the pupil's making. Other features of a piece of work can be commented on when it is deemed appropriate; for example, presentation, spelling or grammar may not be the specific objective of a lesson, but may need to be addressed. All pieces of work deserve recognition and will be annotated or marked in some form.

Feedback should always aim to be positive, but when negative comments need to be made, they should be supported by next steps. Marking and feedback should always be appropriate to a pupil's ability and level of attainment.

All aspects of this policy will be discussed with pupils so that the marking process is clear and will be revisited regularly with groups or individuals as part of an ongoing feedback dialogue. For this to be fully effective, the editing process needs to become an integrated part of the school's working ethos.

Children edit and mark their work using red pens. They may occasionally use highlighters to annotate their work.