

**Sigglesthorne Church of England  
Primary Academy**

# **Feedback Policy**

Policy confirmed by the *Governing Body of Sigglesthorne Church of England (VC) Primary Academy* on:

Date: July 2023

Review Period: Every 3 years

Review Date: October 2026

## ***'With God's love, we learn hand in hand'***

### **Curriculum Intent**

At Sigglesthorne Church of England Primary Academy the curriculum is designed to: recognise every child as a unique individual, celebrating differences within our community and striving for personal excellence. Recognising their prior learning and life experiences we provide first hand and independent opportunities which allow the children to develop resilience, perseverance and interpersonal skills and become creative, reflective and critical thinkers.

Within our school community, the ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values. The ability to learn independently and collaboratively is constantly supported by the provision of enhancement opportunities to engage learners. We strongly believe that childhood should be a happy time and that through investigating and enquiring there are no limits to what our children can achieve. With the correct curriculum opportunities we are able to fulfil our children's curiosity and thirst for new knowledge and experiences.

We use our behaviour system to promote positive attitudes to learning which reflect the Christian value of forgiveness and develop the skills needed to promote honesty and personal responsibility for learning and future success.

As a church school, involvement in our community is an essential part of our curriculum. As we learn together hand in hand we support all stakeholders to engage in learning, celebrating Christian and local traditions and events together.

Our children will leave our academy with a sense of belonging to a tightly knit community. They will have the confidence in their own skills and abilities to make decisions, explore the wider world, self-evaluate, make connections and become lifelong learners.

### **Introduction**

*At Sigglesthorne CE Primary Academy we believe that high quality, consistent and timely feedback, enhance children's learning by engaging the children as active participants in their learning and by providing personalised help and guidance.*

### **Rationale**

The school will offer a caring, Christian, supportive and disciplined framework to enable the children to achieve their potential from the provision provided. This will be in line with the fundamentals of the British values.

### **The Principles that guide the school's approach to feedback**

As stated in the Educational Endowment Foundation research:

*"Before providing feedback, teachers should provide high quality instruction, including the use of formative assessment strategies.*

High quality initial instruction will reduce the work that feedback needs to do; formative assessment strategies are required to set learning intentions (which feedback will aim towards) and to assess learning gaps (which feedback will address)."

Feedback should:

- Be manageable for the teaching team
- Be accessible to the children
- Relate to the learning objective, a particular skill for learning or ongoing targets •

Involve the staff working with the children

- Give recognition and praise for achievement or effort
- Provide clear strategies for improvement
- Include time for children to read, reflect and respond to feedback where appropriate •

Cater for individual learning needs

- Be completed as soon as possible, including face-to-face feedback and peer to peer feedback

- Inform future planning

- Use consistent codes (Appendix 1).

- Be seen by children as a constructive approach to guide and improve their learning •

Involve dialogue between teacher and pupil while the task is being completed.

### The effect of feedback on attainment

Research has shown that consistent and effective marking, as documented in this policy, has a significant impact on raising achievement. This is particularly apparent when deliberately linked to the target setting, assessment and planning cycle. There should be regular comments in books and work files that explain what pupils need to do to move on in their learning. Work will be marked promptly and before the next lesson.

### The methodology of marking children's work

As a school, both verbal and written feedback are highly valued as both help to move learning forwards.

#### Verbal Feedback

Verbal feedback is when a member of staff or a working partner discusses a piece of work with the child. It is a valuable form of feedback for all children (regardless of age or ability) as it is immediate, personal and focused and allows for a more in depth discussion to take place. It also encourages interaction between the child and the supporting member of staff and, where appropriate, between peers.

A record will be kept of when verbal feedback has been given, using the agreed notation in the attached Appendix 1.

#### Written Feedback

Will be used in a timely manner as decided by the teacher. It will focus on the task, subject or self-regulation and will then be responded to by the pupil using a purple pen.

### Feedback in the Early Years Foundation Stage

In the Foundation Stage, the majority of marking and feedback will be provided verbally and is reinforced through:

Written annotations, short and narrative observations  
Annotation of work and photographs by staff  
Oral dialogue with children about their play, work or special books  
Comments on Tapestry

### Basic requirements of feedback

In KS1 and KS2 the date and learning objective will be at the top of each piece of work. This will be in a box and underlined using the font 'comic sans,' size 12.

In every set of core subject books you will see:

- A clear learning objective
- Recognition of hard work in line with behaviour policy (eg. dojo, WOW) •
- Corrections highlighted in green to be corrected by children using purple pen •
- A consistency of codes
- Spelling corrections highlighted. Misspelt words will be marked by the teacher in green and corrected by the child in purple pen. These will be based on the age and stage of the child.

### Quality Feedback

Every piece of written work will receive feedback.

This includes:

A short acknowledgement that the work has been attempted and seen by the teacher through the use of pink or green highlighters.

Teachers will focus first and foremost upon the learning objective of the task. The emphasis should be on both successes against the learning objective and/or the improvement needs of the child.

### Formative feedback and children's response to the comments

When a piece of work has received written feedback, children will then be given sufficient time to read and consider the feedback provided. If they are unclear, they will be encouraged to ask for clarification.

### Feedback given by members of the teaching team other than teachers

Where a member of the teaching team other than the class teacher has been involved in the child's learning, the work should be marked and commented on where appropriate. All teachers or HLTAs who teach classes in the school are responsible for giving feedback for the work carried out in that lesson. Supply teachers are responsible for feedback during their teaching. All supply teachers should mark work with 'Supply' in the top left hand margin.

### Peer Marking

Pupils becoming more independent in their learning, or sharing their learning with a peer is a great contributor to progress. All children should be encouraged to self-evaluate regularly in order to identify their own successes and look for any improvement points. Children should also be given the opportunity to verbally evaluate the work of their peers and provide suggestions for improvement.

### Monitoring and Evaluating this policy



This policy will be monitored in a number of ways and reviewed by the Governors periodically. Children's books will be monitored by the SLT, team leaders and subject leaders, with feedback given to members of staff where appropriate.

Subject leaders will monitor subject specific feedback as part of their monitoring role. Where appropriate, good practice will be highlighted and areas for development discussed with the staff.

### Appendix 1

#### Codes

Code	Explanation	Code	Explanation
S	High level of support from teacher / teaching assistant next to the area of the work supported.		A green highlight indicates 'green for growth' an error in the child's work.
VF -comment	Verbal response and keyword (eg. presentation)		A pink highlight indicates 'tickled pink' that the

	child has met the criteria.
//	<p>New paragraph starts here</p> <p>(Maths specific)</p> <p> Correct</p> <p> Incorrect</p>

<b><i>Spelling check</i></b>	<ul style="list-style-type: none"> <li>• Underline the incorrect part of the spelling in green highlighter</li> <li>• A maximum of 3 words, appropriate to age and ability to be corrected</li> <li>• EYFS: the teacher follows up common errors, e.g. high frequency words</li> <li>• KS1: incorrect spelling highlighted and the correct spelling to be practiced</li> <li>• KS2: the incorrect spelling marked with sp above it and the child writes the correct spelling using a purple pen.</li> </ul>
<b><i>Punctuation</i></b>	<ul style="list-style-type: none"> <li>• Incorrect punctuation such as capital letters, full stops, apostrophes, inverted commas, commas, etc. Correct punctuation to be added by the teacher or the <u>child or followed up in response time.</u></li> </ul>
<b><i>Grammar check</i></b>	<ul style="list-style-type: none"> <li>• Incorrect meaning, wrong meaning (e.g. they is, their/there/they're, could of, etc.) This section will be highlighted by the teacher. Corrections may be added by the child/teacher as appropriate.</li> </ul>