Feedback Policy

Review Date: November 2021
Next Review Date: November 2022

Ethos Statement

Pakeman School offers a positive, safe learning environment for its community, in which everyone has equal and individual recognition and respect. We celebrate success and are committed to the continuous improvement and fulfilment of potential in every child. We encourage increasing independence and self-discipline amongst the pupils. Everyone within the school has an important role to play in sharing responsibility for the development of this policy.

_____   _____
Emma Bonnin   Date
Headteacher

_____   _____
Janet Convery   Date
Chair of Governors

What is the purpose of the policy?

The purpose of this policy is to make explicit how staff mark children's work and provide feedback. All members of staff are expected to be familiar with the policy and to apply it consistently.

Tracking progress and attainment:

- It is essential that teachers have secure understanding of every child's achievement and progress. At Pakeman we use a blend of summative and formative assessment to track pupil progress. Alongside termly assessment weeks, we use Target Tracker and Writing Checklists on a regular basis.

- For **maths,** Target tracker is used to:
    - level each child accurately
    - form a gap analysis
    - inform future planning

- For **writing**, checklists are used to:
    - level each child accurately
    - form a gap analysis
    - inform future planning

- For **reading**:
    - Reading checklists for small groups and 1:1 is used in upper key stage 2
    - Phonics screening, PM benchmarking and adjusting reading groups based on formative assessment are used in KS1

- For **EYFS:**
    - Target Tracker is used to record observations and work samples alongside termly assessments

What is the teacher and TA expected to do?

- Every day, Teacher and TA to have 6 focus <u>in-lesson marking</u> children each to ensure that no children miss out on feedback in their books throughout the week. Over the course of the week the teacher will have had every child as a focus child. Focus children should have highlighting in their books. Green highlighter = met the success criteria Blue highlighter = improvement needed
- If a child excels in a lesson or puts in more effort than normal use a silver star as a reward

Key	
Green highlighter underline = met the success criteria	✓ = Success criteria met (self/peer assessed)
Blue highlighter underline = improvement needed	Blue pen = Pupil response to feedback
Silver star = Excelled at the lesson ☆	

- Although there will be daily focus children, please ensure that the Teacher/TA continue to give verbal feedback to <u>all</u> children throughout the lesson as this helps motivate pupils and picks up on misconceptions
- For **maths**, teachers and TAs must look at every book and decide whether a child is **below/at/above** for each objective. This should help inform maths misconception interventions for the week
- For **maths**, teachers can choose whether to input the **below/at/above** data into Target Tracker after completing each objective or at the end of each unit of work
- For **writing**, teachers complete a writing checklist for each writing portfolio piece. A minimum of 6 portfolio pieces should be completed during the school year.

What are the children expected to do?
- When a child's work is highlighted blue, in their feedback they are expected to edit and improve (using blue pen from Year 2 to Year 6)
- In KS2, as part of peer-assessment and self-assessment, children should tick the success criteria that they have met
- When class marking in Key Stage 2, children should write the correct answer / strategy using blue pen

What to include in teaching
- Success criteria:
  - Success criteria will be explained at the start and reviewed at the end of the lesson
  - In literacy, success criteria slips are regularly used
  - In maths, big read and topic, the success criteria will be visible on the interactive white board but not on individual slips
  - Ensure that the success criteria is visual for all Key Stage 1 pupils and SEND pupils in Key Stage 2
- Ensure that there are regular opportunities for children to edit or correct their work (or to learn how to edit in Key Stage 1)
- Look for opportunities to share pupils' work to celebrate successes or to address misconceptions
- Use class marking as a tool for maths fluency questions and closed reading questions (retrieval, word meaning etc.) with a blue pen
- Please ensure that teachers and TAs work with SEND pupils throughout the week
- Ensure that you have a focus child timetable for all of the adults in your class

Reminder
For feedback to be the most effective and to help the children improve in their learning it should be timely, consistent and immediate.