

# Aylesford School

and Sixth Form College



learning together from 4 to 18

## PRIMARY SCHOOL FEEDBACK POLICY

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Lead: Director of Primary Education  
Via: Standards, Personnel and Curriculum

**'from potential to reality'**

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## Feedback

We believe that in our school, feedback is effective when we have practice which is consistent and in line with the overall policy on assessment, recording and reporting throughout the school.

### Why feedback?

- Feedback has been identified as the most effective method of moving learning forward.
- To feedback on how successful pupils have been.
- To provide motivation and encouragement for pupils.
- To identify and set next steps/targets for future learning.
- To assess pupil's understanding.
- To assess the effectiveness of our teaching.

### Who gives feedback?

- Teachers
- Learning Support Assistants (LSA)
- Learning Partners
- Pupils through self-assessment

### How do we feedback?

'Feedback' is a broad term which describes a range of actions and methods by which we assess and respond to pupil's learning,

We provide feedback through:

#### Spoken actions

- Making constructive comments against success criteria and targets.
- Facilitating self-assessment.
- Questioning for understanding.
- Children will be encouraged to evaluate and comment on their own and others' work.

#### Written Actions

- Symbols (*see appendix*)
- Comments: noting significant achievements, making constructive criticism, setting next steps.
- Marks out of a number (where appropriate).
- Questions
- Underlining work:
  - **Green means Good:** examples of evidence of pupils' learning against targets, learning objectives and end-of-year expectations.
  - **Yellow:** where pupils are to edit and improve the work.

Feedback will model the handwriting policy.

#### Self- and peer-assessment

Pupils are encouraged to self and peer-assess work. This may be done through:

- Proof-reading word and editing and improve with a **purple polishing pen**. This may include:

- Spelling
  - Handwriting
  - Punctuation
  - Grammar
  - Re-drafting paragraphs and sentences
- SAM (Self-assessment man).
    - A visual representation of learning.
    - 5 criteria for assessing work, with each criteria comprising of part of a stick man.
    - Criteria will be adapted by the teacher to fit the year group expectations.

	
Capital letters	Finger spaces
	
Full stops	Ascenders and descenders
	
Phonics	SAM

Pupils must understand that their writing has a genuine audience which is of interest to the reader. Therefore:

- Not all mistakes may be corrected.
- Pupil's work may be edited and improved and then written up for display.
- The date should always be copied correctly as should the Learning Objective.

### **Important points to remember**

- Teachers' responses to children's work should focus on the Learning Objectives, criteria for success or characteristics of Growth Mindset.
- Feedback should be interactive and ongoing throughout the learning activity.
- Age-appropriate spellings will be corrected for pupils to practice. As a usual rule, 3 words will be highlighted for pupils to correct and practice.
- Subject specific vocabulary will be corrected.
- All work on display beyond the classroom should have correct year group specific spellings.
- Reversals will be corrected.
- Incorrect use of capital letters (or omission) will be corrected at teachers' discretion, taking into account the needs of the child.
- Feedback needs to be positive and constructive whilst still identifying areas for improvement. Children should be encouraged to see that feedback is helpful and supportive.
- Feedback to pupils about their work should be ongoing.
- All work should be dated.

### **How is feedback monitored in the school?**

Monitoring of feedback is coordinated by SLT and subject coordinator. Samples of work are collected at least once a term and moderated for consistency of feedback.

### **Successful feedback should result in:**

- Improvement in attainment.
- Improvement in progress.
- Improvement in attitudes.
- Pupils who are encouraged and motivated about learning and are increasingly reflective of their own work and that of their peers.

We aim to regularly review our policy for feedback, making sure it is understood by new members of staff and that our practice continues to reflect school policy.

### **Blended Learning:**

During the COVID-19 pandemic, school may be closed to pupils who are not children of Critical Workers or classed as Vulnerable. In this instance, remote learning will be available to all pupils learning from home. This will take the form of an online curriculum, which may include work set on Learning Platforms such as Purple Mash, links to other websites such as Oak Academy and BBC, and live lessons hosted via video conferencing software.

At least 3 'substantial' pieces of work will be set on Purple Mash each week and feedback will be provided in-line with this policy. Verbal feedback may be given in live lessons.

Contact will be maintained with families, via weekly telephone calls, to identify how pupils are responding to remote learning and to offer any support and assistance as required.

### **Appendix**

- In KS1 ( and KS2 where appropriate) the following symbols represent abbreviations of level of support
  - VF – Verbal feedback
  - / - Independent work
  - P – Prompted (*a few questions asked to prompt learning*)
  - G – Guided (*extra input given*)
  - S - Support needed
  - LP – Learning partner
  - sp - spelling mistake eg. x3
  - // - new paragraph needed
  - / - new line needed