



FEEDBACK POLICY

Reviewed and approved by the: Curriculum Committee 29 September 2021

Signed Chair of Governing Body

Review Date ...September 2023

To conform with the requirements of GDPR (General Data Protection Regulation) all data is handled according to the terms of our Privacy Notice. A copy of this is available on our school website.

We are all part of God's vine and are rooted in His rich soil. We are nurtured and supported so that we may grow and spread out into the world to love and to serve.

General principles

As a school, we believe in THINKING. Therefore, we do not do something because 'that's what we've always done' or because, 'that's what everyone else is doing'. We do it because we believe there is a better way, a more effective way, that utilises our time and energy to make a greater impact on the lives of our children.

Feedback is no different. We should always start by asking ourselves, 'why are we giving this feedback?' There are two main reasons:

- To motivate the child
- We can see an opportunity to move learning on by:
 - Addressing a misunderstanding
 - Reinforcing a skill or key piece of information
 - Extending a child's understanding or ability to do something

Types of feedback

As a school, we encourage teachers to use their professional judgment to decide when is the right time to provide verbal feedback, to surface mark, when it needs highlighting, or when a next-step comment is the right approach. It is up to the teacher to decide what will most positively impact the individual child's progress.

Marking and feedback principles:

- Teachers and pupils are clear about the learning objectives of a task and the criteria for success.
- Teachers write in green ink so that their comments stand out from the children's work.

- Pupils are given time to act on the feedback they are given.
- In English a marking code may be used (see Appendix A for an example code) to help children identify specific elements within their written work. The marking codes are agreed as a class so the children are familiar with all the codes used.
- Spelling errors may be identified as part of the marking code and children are encouraged to search for the correct version themselves using dictionaries. A child with many spelling errors will not necessarily have all their errors identified but the teacher will focus on particular spelling rules/patterns or high-frequency words. The confidence of the child is paramount.
- Teachers use the information gained together with other information to adjust future teaching plans.
- Children are encouraged to check through their own work and to use dictionaries and other tools as resources. Children will use a purple pen to mark/edit their own work in maths and English. They will also use a purple pen to mark their peers' work.
- When verbal feedback is given to a child this will be shown in books.
- When a child has worked with an adult to complete a piece of work this will be noted in books.
- In the Reception class and Year 1 the children's work is annotated if necessary for another reader to understand. Post-it notes may be used to add any observational notes or comments. An 'I' marked on the children's work indicates that the work has been completed independently.
- This Feedback Policy is consistently applied throughout the school and it is reviewed by the Senior Leadership Team (SLT) to ensure that it is understood by all new members of staff and that practice continues to reflect our Learning and Teaching policy. This policy forms part of the induction process for new teachers.

Support for staff

The SLT will work to ensure our feedback to staff reflects this and, if there are queries, will have professional dialogues with teachers to understand why they have made certain choices and to offer further support and guidance where it might be required. Whilst this level of professional decision-making is our ultimate goal, we understand that these judgments are difficult and, often, it can take time to develop a real understanding of when to use most effectively a particular type of feedback. If you are ever unsure, please speak to another member of staff or member of the SLT, any of whom will be more than happy to offer you advice and support.

Appendix A: Example of English Marking Codes

Symbol	Meaning
sp	spelling mistake
P	punctuation
T	tense
G	grammar
?	something doesn't make sense
//	new line/paragraph needed