

## Feedback and Response Policy

“Feedback should cause thinking to take place.” – Shirley Clarke

**Feedback**, whether verbal or written, is an integral part of the learning cycle - it is used by teachers to inform assessment and planning. It is focused on closing the gap between a child’s present position and their desired goal (target). It also is delivered in lessons where possible (this is when feedback is most effective) so long as learning time is not being wasted in doing so; **remember every minute counts.**

Feedback leads to a thoughtful **response** by children, it enables them to consolidate and explain learning or to demonstrate understanding in a different context it should demonstrate an impact on progress. It’s primary design is to ensure that children are **learning from their mistakes and not repeating them.**

### Expectations:

#### Feedback:

There is a flexible approach to feedback that includes; verbal feedback, self and peer assessment, written feedback and evaluation of steps to success. **All teachers use their professional judgement in order to ensure feedback is thorough, balanced and impacts on the progress of children.**

- Written feedback includes a combination of symbol marking and written comments so that written feedback is manageable, thorough and balanced. Symbols are used in place of long written comments (see reverse) and where possible are placed in the margin;
- In English and maths lessons pupils and teachers evaluate learning against specific criteria, i.e. Objectives and Steps to Success. This is the minimum requirement for every English and maths lesson;
- Feedback is given in green pen.
- We ensure that work is correctly marked as right or wrong and that mistakes are drawn attention to appropriately (professional judgement is needed in order to determine what is necessary support an individual child’s learning needs);
- Where giving praise, we praise only for effort (aspiring) and not for achievement;
- All staff are involved in marking and responding to children’s work; where the teacher is not marking it is initialled by the member of staff marking the work;
- It is not necessary to tell a child what their next lesson’s L.O. is;
- Written feedback may reinforce presentation standards and expectations if necessary;
- Within Humanities feedback needs to be a **balance between secretarial and knowledge/skills**; our presentation and writing expectations are the same in Humanities as in English.








#### Challenge and Review

- If correct but you want to ensure understanding then consolidate (by giving another question, perhaps in a different way i.e. word problem, missing number problem, involve measures or in English by providing a further sentence for them to demarcate or extend, or asking them to use a word in a different context, providing another example etc)
- If incorrect then support (model a correct method, give another example. Ensure that you know the difference between misunderstanding and mistakes.)
- If correct and clearly confident then challenge (set an explore or explain question) or accelerate (give them the next activity in the sequence)
- If, as a result of feedback, children need further work, it is seen that this work is followed up on in a timely fashion;
- For children who need less support we develop their independent editing and revising skills by using fewer of the symbols. In such cases a simple dot system is used: a dot is marked in the margin where something needs to be edited or revised. The number of dots signals the number of edits or revisions necessary.

#### Response:

- We expect all children to respond to the feedback given (in purple pen) in a timely fashion
- Through the response to feedback we gain a greater understanding of a child’s thinking and skills
- Response time is built into the timetable and is utilised for all areas of the curriculum, when needed

# Feedback and Response Policy

Symbol	Explanation	
😊	LO achieved (straight face for partially)	
✓	Correct	
x	Incorrect	
✓✓	I'm really pleased with this	
}	Revisit and correct this section	
^	Something is missing, correct	
abc	Presentation needs improving	
👁	See the teacher	
E	Write an explanation for this	
Sp	Spelling	
F	This work needs finishing	
S	Supported work	
I	Independent work	
VF	Verbal feedback given	
•	Indicates any point for editing/revision	
1:1	Coaching	
WW	Use of working wall to complete work independently	
English		Change this
		Change this
		Backwards letter
		Rewrite this section
		Finger space needed
		New line or paragraph
		See below for feedback
	In addition <ul style="list-style-type: none"> <li>• Correct symbol for punctuation (. , : " etc)</li> <li>• Abbreviation for technical words</li> </ul> CL = capital letter, V = verb, T = tense, Adj = adjective	
Maths	M	Method is correct but a mistake has been made
	Nº	Number
Humanities	+	Add more information/facts