



Feedback Policy

Date Adopted:	January 2023
Review Date:	January 2025

Leader: Julian Fieldwick

INTENT

At Intake Farm Primary School, we believe that successful feedback helps children to become active learners and enables them to reach their potential.

Feedback is an important part of the assessment process.

IMPLEMENTATION

At Intake Farm Primary School, we believe that feedback is more effective when it takes place alongside the children during learning time. Our children are encouraged to look critically at their work. We encourage our children to develop their independence and become fully involved in working towards their own targets.

Key feedback concepts

- The main focus of feedback is to **develop children's learning**.
- Feedback should empower children to take responsibility for improving their own work.
- Written comments should only be used **as a last resort** for the very few children who otherwise are unable to locate their own errors, even after guided modelling by the teacher.
- Children should receive feedback either **within the lesson itself** or in the next appropriate lesson. The 'next step' is usually the next lesson.
- Feedback is a part of the school's wider assessment processes.

All work is read by the teacher

- All work produced by the children is read by the teacher and is ticked to show that it has been looked at.
- On each piece of work, the lesson objective is highlighted to show whether or not the child has achieved the objective: **green for objective met, amber for partially met and red for not met**.

Intake Farm Primary School and Nursery

Peer and Self-Assessment

All of our children are involved in the assessment process. We expect the children to take ownership of their learning. We encourage the children to reflect on their learning.

- We share learning objectives (LO) with pupils in all lessons.
- We provide clear success criteria for the children to self or peer assess against as appropriate.
- The children are encouraged to find their own mistakes and to check and improve their own work individually or with the help of a peer before showing their work to the teacher.
- We plan for feedback to take place during learning time. This includes a range of assessment types including peer and self-assessment.

EYFS

In the EYFS, feedback strategies include:

- verbal praise;
- stickers and stamps;
- written annotations;
- annotation of work and photographs by staff against LO.

Celebrating improvements

We celebrate improvements, extra effort and steps forward in learning with a range of concrete rewards. These include:

- stars, smiley faces, stickers, certificates;
- sending the child to the head or other members of staff for praise, stickers;
- merits;
- Superkids

Accountability

Feedback will be monitored as part of learning walks, observations and pupil interviews. The key question to ask the children is: "How do you know what to do to get better?"

Quality marking in extended writing

- Quality marking in green, and children's responses (in purple in KS2), **must** be carried out weekly in **extended writing** books.
- We read the entire piece of work.
- We use a star and a wish. Comment **positively** on these examples in full sentences. (See appendix 1).
- We indicate an example (linked to the objective) where the child has to be given further challenge to improve his/her work when he/she responds to the marking. Structure this "wish" using a prompt (see below).
- Symbols may be used as shorthand when marking, but pupils need to be clear about what they represent.
- All of the children's work in extended writing books should have a comment.

Responding to feedback in extended writing

- Children should be given time, as part of extended writing, to be able to read and respond to the written feedback that the teacher has provided. Children should be encouraged to ask for clarification if they do not understand a comment. They should be clear about what they need to do in their next piece of work, as a result of the feedback they have received. Children should be expected to respond to the written feedback, either by correcting their mistake, remodel their work in purple pen, or write a reply. The children act on the feedback they are given in order to extend their own learning and improve the standard of their work.
- Responding to marking is an opportunity a) for the children to show that learning is embedded and b) for the teachers to check that learning has taken place.
- Children respond to the marking in extended writing books once a week.
- Responding to feedback happens as soon as possible.
- Reminder prompts, scaffolded prompts and example prompts are used by teachers to provide the children with structure.

IMPACT

We provide feedback in order to develop learning. We discuss the next steps in learning with the children. We ensure that children's achievements are recognised; we encourage and build confidence. Providing feedback is vital and has a high impact on learning outcomes. Our feedback provides our children with specific information on how to improve. High quality verbal feedback during learning time is our priority. Feedback alongside the children - to highlight effort and good work as well as to identify how improvements can be made – ensures that the children are fully involved in the feedback process.

Appendix 1: prompts to use when recording a "wish"

1. A reminder prompt

Most suitable for above average ability children, this simply reminds the child of what could be improved: *'Say more about how you feel about this character.'*

2. A scaffolded prompt

Most suitable for children who need more structure than a simple reminder as it provides more support, e.g.

The bird had _____, _____ wings.

3. An example prompt

Extremely successful with all children, but especially with average or lower ability children, this prompt gives the child a choice of actual words or phrases.

E.g.
Choose one of these words or phrases: "He was a good friend because he never says unkind things / he is always nice to me" or "The boy, who wore a spotty jacket, entertained the crowd."
Can you write a sentence with your own relative clause?'