Feedback Policy

Prepared by Jo Payne February 2020

Version	Date	Reviewed by	Date of next review	Comments
1.0	February 2020	P&C Ctte	Spring 2023	
1.1	February 2023	J Payne/P&C Ctte	Spring 2026	Revised to reflect use of Whole Class Feedback and reduction in marking

Feedback at Kingslea

This policy aims to set out how teachers and pupils engage in feedback. Feedback is how pupils know how well they are doing and how teachers know how well their pupils are doing. Feedback is a vital part of the teaching and learning cycle as, without it, teachers do not know what the children need to learn next and children do not know what they need to do to improve.

At Kingslea, we recognise that feedback is a loop between the teacher and the learner:

Regular and specific improvement points
are used to close the gap in learning
so that learning is relevant.
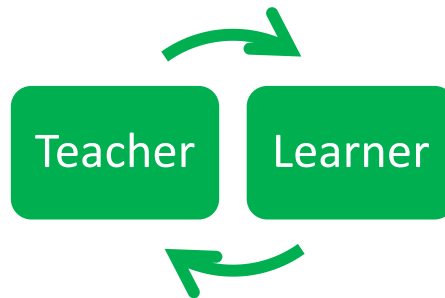
Teacher   Learner

Teaching is adjusted taking into account
pupils' responses and achievements
so that teaching is responsive.

We follow these four key principles to ensure that feedback is effective for both the teacher and the learner:

1. Feedback must always be useful and have a purpose for the teacher, the learner or – preferably – both.
2. Feedback must be specific, accurate and clear.
3. Feedback to pupils is most effective when it is immediate and verbal.
4. The time taken for teachers to complete any written feedback must be appropriately balanced with the impact it will have on children's learning.

With this in mind, it is important to state that the majority of the feedback which takes place at Kingslea will occur in lessons and will not be evidenced in any way. This feedback is intrinsic to lessons at Kingslea and is nurtured early in teachers' time in the school: teachers continuously adapt their teaching, including any explanations, modelling or questioning, based on the feedback they receive through pupils' responses or their achievements. Similarly, teachers continuously discuss learning with pupils and provide ways in which they can move their knowledge and understanding of a concept forward. The greater the input from adults live marking, conferencing, instant feedback, mini-inputs et in the classrooms, the less post-lesson marking there will be.

Marking

All and any types of marking can be completed live (in the lesson) or after the lesson. With regards to written feedback, the following principles and strategies will be used:

- All worked to be at least acknowledged* by an adult.
- One piece of work from each foundation subject will be deep marked* each term.

- Learning Journeys will be reviewed by the teacher and the child each term.

*See definitions for and examples of these words below.

If required:

S – Support was received by adult during the lesson

I – Independent work produced by the child (for a child who was working with an adult but produced this work independently)

V – Verbal feedback given by an adult

Across the school, a **pink** pen indicates good techniques and a correct response, a **blue** pen indicates something to improve or a question to respond to, and a **purple** pen indicates a pupil has marked a piece of work or completed some editing or proof-reading. For every **blue**, try to ensure you have a **pink**. This supports consistency across the school and highlights particular areas for pupils, teachers and other stakeholders.

Spellings and punctuation

A variety of written strategies will be used to support pupils' spelling on work across the curriculum. As spelling needs and mistakes are often individual, it is important incorrect spellings which children *should* know (including statutory words and patterns from previous year groups) are picked up and addressed on children's work in all subject areas. For most children this would be a maximum of three words, across a piece of work. However, if misspelling is due to lack of effort, teachers can use discretion.

Teachers could:

- Write the word and ask children to repeat it.
- Give the first few letters and tell children to look the word up in a dictionary.
- Give some of the letters and ask children to fill in certain letters/sounds.
- Give the root word and ask children to complete the prefix/suffix.
- Give the word with different grapheme options and ask the child to choose the one which looks correct. We call this technique 'Best Bet'.
- Underline the part or sound of the word which is incorrect for the child to correct.
- Underline the whole word which is incorrect for the child to correct.
- Put sp in the margin to indicate an error in a line for a child to find. (Alternatively, tell children how many errors in a paragraph for them to find).

Statutory word lists available from the current and previous key stages, and dictionaries, will help with this.

Similarly, capital letters and full stops need to picked-up across the curriculum.

Whole Class Feedback

Teachers are forever receiving feedback from pupils about how they are doing and around misconceptions, errors and mistakes. Much of this feedback is used and acted upon immediately and verbally. When work is looked at after a lesson, often there are issues to deal with as a whole class OR notes to take to help the teacher remember the feedback they've received. For this, teachers use a variety of structures and strategies in a Whole Class Feedback Notebook. This book collates the notes which will feed forward into the next lesson

for the whole class, groups and individuals. Time is saved as teachers don't need to write the same comment over and over again, correct the same spelling time and again or spend a long time writing an explanation: they simply note down what they need to discuss/explain/model with the whole class, groups or individuals, and spend their time planning this in for the next lesson.
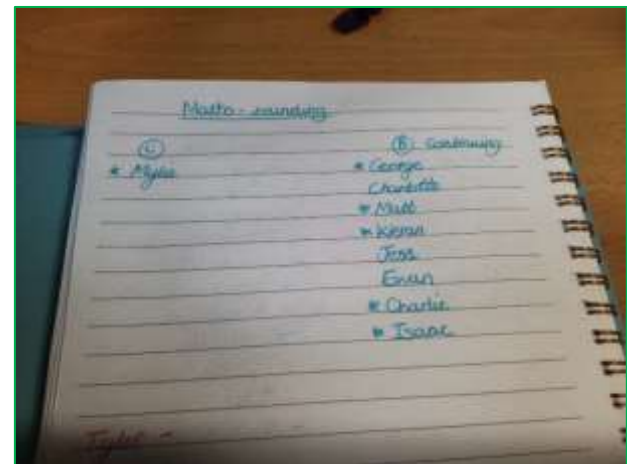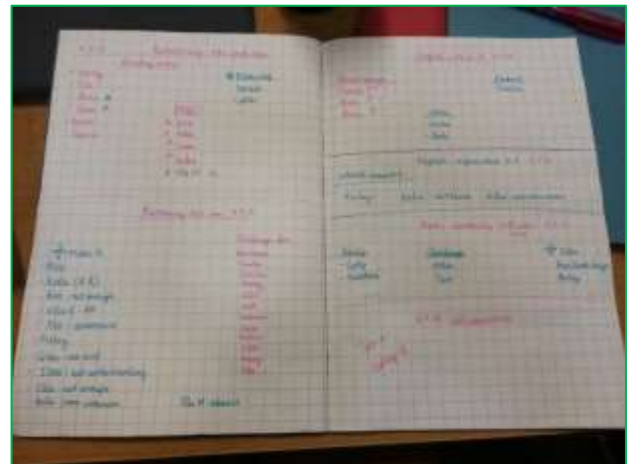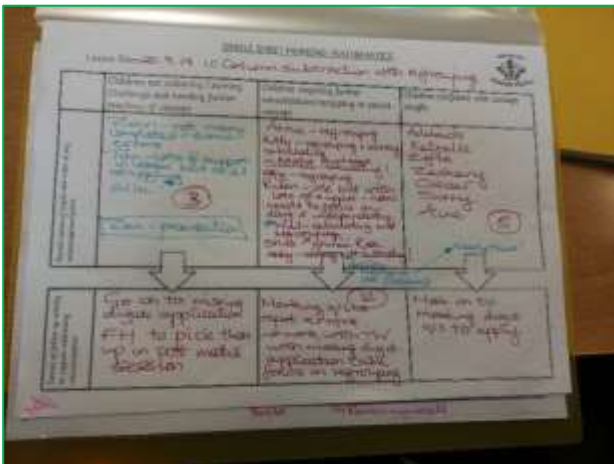
Acknowledgement

All responses are marked as right or wrong by an adult or a child, always with at least a tick from an adult. TAs/cover staff to initial.

If a question or spelling/punctuation is marked wrong (with a blue dot, wish, underline, circle etc), the child is expected to correct it.

If you want to write an acknowledgment phrase, try not to use more than three words to save time

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