

# Emscote Infant School

## Feedback Policy



### AIMS

The aim of this policy is to ensure that all children feedback give in such a way that it will improve their learning, develop their self-confidence, raise self-esteem and provide opportunities for self-assessment. This may not occur every session, only when it moves on the children's learning.

As a result of this policy there will be greater consistency in the way that children's work is marked across the school.

### PRINCIPLES

Giving children feedback can have different roles and purposes at different times and can involve both written and verbal feedback.

Initially children should be taught to self-correct their work.

Feedback should:

- Acknowledge effort and attainment.
- Provide constructive feedback.
- Give suggestions for improving learning.
- Correct mistakes and offer encouragement.
- Indicate when a child's work has been discussed with an adult.
- Assess pupils' performance against stated learning objectives.
- Ensure a consistency of approach throughout the whole school.

All teachers will display the criteria prominently in their classroom for children's quick reference.

### METHODS

Focused feedback should identify the child's achievement against the learning objective for the lesson and should identify the next steps in learning, where appropriate.

The date will be written in news books in year 1 by the teacher and year 2 by the child. Other work will have a printed lesson explanation.

Where appropriate, Literacy skills may be marked and commented upon in other subjects, however, this should not be the primary comment; the focus should still remain as the learning objective and verbal feedback.

Feedback should allow the children to build up a realistic picture of their strengths and weaknesses and foster a culture whereby it is alright to make mistakes, but good to learn from them and remedy them. This is in line with a whole school approach to developing growth mind-sets.

Within some pieces of work a limited number of high frequency words could be identified for correction at the bottom of the page or margin.

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The correcting of spellings in subjects other than Literacy should be a minor component of teacher feedback, but should not be ignored.

Sometimes pieces of work can be marked with no reference to spellings; the focus can be something else.

At the drafting stage children should be encouraged to 'have a go' and not be restricted by the need to spell all words correctly, this can inhibit the creative process.

Children self-assess with a traffic light system in maths in year 1/2.

All children across school should be writing in pencil and there should be high expectations for handwriting and presentation.

Feedback should be completed in green pen. Teaching assistants mark in blue. Other adults mark in black.

Yellow highlighters will be used to indicate sections/areas for response by children. Examples of the types of responses expected may include: questioning, spelling, grammar or areas for development.

Stamps are used to highlight particular areas to improve or if objectives have been achieved.

Children will respond to any issues arising from the verbal feedback and marking. This is vital to children's improvement.

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## FEEDBACK SYMBOLS

At the heart of these methods should be three aims:

- To value or praise effort and determination
- To instruct
- To motivate

Highlight a spelling or a mistake - give the correct spelling where there is space available e.g. in the margin or at the end of the piece of work.

Within a piece of work:

Symbol (normally ringed)	Meaning
V	The work has been discussed with the child and intervened to correct misconception
T	Indicated that the work has been completed with a high level of teacher support
TA	Indicates that the work has been completed and marked under the supervision of a teaching assistant (and should be marked as 1:1 support if appropriate)
s	If a supply teacher has marked the work. If the work has not been marked, the work can be recorded as unmarked with an 'S'
.	An incorrect answer

There is an expectation that the children should respond to feedback.

Green stamps to be used by the teacher

Blue stamps to be used by the TA

Children should not be allowed to rub out incorrect answers - mistakes should be crossed out neatly using a line.

Extension or challenge work is to be indicated clearly.

Golden tickets (post it notes) are put in children's books when they need to do corrections.

When work is marked at least one of these aims should always be met.

When feeding back to students, staff should model a fluent, neat handwriting and comments must be written in child friendly language.