

KETTLESHULME ST JAMES
CE (VA) PRIMARY SCHOOL

EFFECTIVE
FEEDBACK POLICY

AUTUMN 2024

Review Date - Autumn 2025

Non-Statutory Policy – T+L

Statement of Intent

We value feedback as a part of the process of enabling our pupils to take responsibility for their own learning and a support system to help them to move forwards. This behaviour for learning is essential for our children to achieve their potential. It is important for staff and pupils to view feedback as a part of the daily learning process. We give our children feedback on their learning so that they understand what they have achieved already and to provide accurate guidance for improvement.

Feedback must:

- be age appropriate
- be positive
- offer challenge
- accelerate progress
- be consistent
- be regular
- acknowledge effort
- identify gaps in learning
- identify next steps
- link to current individual targets for the pupil

Staff at KSJ believe that all work is valuable and should be treated with respect. When a child completes a piece of written work we give it our prompt attention. We acknowledge good quality work and praise effort. We believe that it is important that children are given the opportunity to respond to feedback in order to demonstrate their engagement as a learner. We also believe it is very important to minimise any unnecessary workload for staff, so we are heavily reducing the amount of writing recording in books by the teacher as sometimes, as teachers, we lose sight of who these comments are for. We hope that the 'Marking Guide', which is to be displayed in every classroom, will support this approach too.

Implementation

Feedback Strategy	
Dot marking:	Teacher places a dot where they would like the child to revisit
Verbal feedback:	Teacher talks to the pupil about their learning in real time
Live marking:	Comments are written in the child's book during the lesson
Peer assessment:	Peers act as 'critical friends'. Helping others shows mastery. Children can be assigned roles, e.g. spelling friend, vocab friend etc. GREEN PEN
Self assessment/independent learning:	To develop metacognition, show their thumbs to indicate how they found the task or share verbally how they found the task to reflect on their learning
Individual Targets:	Children will discuss individual targets with their class teacher
Flap marking / Blank page:	For writing activities - Children redraft a section of work on a flap of paper and stick it over the original in Class 1. In Classes 2 and 3 when they are creating a piece of writing they will leave the page opposite empty for redrafting
Fix It Time/Editing:	Time is allocated each day for children to reflect on the previous day's learning and to correct any errors. PURPLE PEN




Marking Code

Blue pen – Pupil

Black pen – Teacher

Green pen – Peer

PPP – Child self-editing

√	Good work
√ √	Excellent work
Sp	Spelling mistake
^	A word has been missed out
?	Check to make sure it makes sense
	A finger space is missing
//	A new paragraph is needed
.	Please check / incorrect
P	Missing punctuation
	Missing full stop (Forest Class)
	Pupil is unsure of the spelling but wanted to give it a try

I	Independent work
V	Verbal Feedback Given
TA	Teacher Assisted

Impact

We will measure the impact of each feedback strategy through staff meetings, book scrutiny meetings, Pupil Voice meetings and via data from Pupil Progress meetings.

We aim to create learners who are resilient, self-reflective and who have good metacognition skills – as a result they will be able to identify their own strengths and be aware of their next steps.

Pupils at Kettleshulme St James will be able to converse, with confidence, about their learning styles and the discuss the areas which they are working to improve. When asked they will be able to tell the adult what their current targets/next steps are.

Pupils will know that they are working in a climate which regards mistakes as positive learning opportunities. Peers will be supportive when pupils in their class 'have a go'.

Teacher workload will be reduced as they will not be expected to write a 'strength' and a 'target' for each piece of work. Comments made in books will be meaningful to the child. All work will still be looked at by a teacher.

Teachers will allow time for children to review any corrections from the previous lesson during 'Fix It Time', therefore again ensuring that marking is purposeful.