



Feedback Policy

Approved by: Headteacher

Date: 01.02.22

Last reviewed on: 08.03.22

Next review due by:

At Wordsworth Primary School, we recognise that feedback is a vital element in driving pupil progress. We are also mindful of the workload of written marking and of the research surrounding effective feedback. Our policy is underpinned by guidance from the DfE that all feedback should be meaningful, manageable and motivating.

Feedback will be given to pupils in the following ways:

Verbal Feedback:

Verbal feedback is at the core of our policy and feedback will most often be given in this way, at the point of learning, in order to have an immediate effect on progress and motivation. Adults will give verbal feedback through:

- small pointers for example a reminder about non-negotiables,
- short discussions around a precise area for improvement,
- longer conferencing sessions (see Appendix for prompt questions).

Following verbal feedback from an adult, the adult will stamp a child's book or draw a thinking bubble for the child to write what was discussed either using a symbol or one or two words. This is to ensure the child has ownership over, and remembers, the feedback. It may be appropriate in some cases for the adult to write the feedback in the child's book themselves.

Yellow Highlighting

Often combined with verbal feedback, adults will highlight in yellow areas that children need to adapt or re-draft based on an agreed, clearly displayed success criteria.

Self-marking

Where appropriate, particularly for straightforward tasks, children will be encouraged to self-mark their work. This enables them to have quick feedback and to have ownership over self-assessment.

Whole Class Feedback

Whole class feedback will be provided through a feedback sheet displayed to the class and discussed. This may be as part of a journey of work in order to give guidance on how to progress or as a celebration or evaluation of a project.

5 minute assessment plan

As part of the planning process, teachers will complete (in year teams) a 5 minute assessment planning sheet in order to plot key assessment pieces in the term. This will highlight areas which will be focused upon during feedback to ensure consistency and a focus on standards.

Targeted feedback for key assessment pieces

Personalised written feedback will be provided for all key assessment pieces (as identified on the assessment plan). Feedback will celebrate children's work with specific praise and provide developmental comments for improvements.

For clarity and consistency:

All teacher marking will be in Green pen, children's responses and editing will be in purple pen (KS2) or purple pencil (KS1) and teacher highlighting will be in yellow highlighter.

Marking codes will be used where appropriate.

Each piece of work will be marked in one, or more, of the above ways.

Appendix A: Conferencing

Some example conference questions that could be used

Can you show me something you are proud of in your work today? Why are you proud of that?

If we look at today's work and compare it to yesterday, what do you notice?

Why did you choose this word/phrase?

What picture are you trying to build in your readers mind? What mood do you want to create?

Can you extend this idea? What else could you tell me about....? As a reader, I would like to know more about the, how could you describe it in more detail?

Does this sentence flow on from the last one? Could we add something in between to link the sentences?

What could we use to help us extend the word choices? Does this word add to your mood?