# Goosewell Primary Academy

# Feedback Policy

Feedback is a vital part of assessing pupil progress and attainment. When done correctly, it can result in accelerated progress of up to 8 months (Education Endowment Foundation).

Aims:

- to raise standards of every pupils' achievements
- to recognise pupil effort and achievement
- to provide encouragement and confidence to strive higher
- to specify the ways in which a piece of work could be improved
- to stimulate a dialogue between staff and pupils rather than be a formative process
- to provide information for assessment so the next stage of learning can be suitably planned for and individual next steps and targets set
- to teach pupils to respond to their learning so that they can self-assess and evaluate their own learning

**Marking and Feedback Expectations**

KS1 pupils will use a learning objective sticker with I/S/P indicating the level of support. KS2 pupils will write their learning objective and date daily. All learning objectives will begin with 'I can…'. In KS2, if support above normal classroom practice has been given, this will be indicated by the supporting adult.

Success criteria will be generated with the children during a lesson or throughout a unit of work. Marking and feedback will be linked to the learning objective and / or success criteria.

After each piece of work, the children will be given the opportunity to self-assess their learning by placing a 'traffic light' next to their learning objective. This will be based upon how well they think they have achieved their objective.

Red: Indicates that they have not understood their objective or have made little progress towards it.

Orange: Indicates that they have started to demonstrate that they understand the objective but haven't fully achieved it.

Green: Indicates that they have achieved the objective.

The teacher will also complete a 'traffic light' assessment. This will be placed next to the child's self-assessment. The teacher traffic light will be indicated with a T inside the coloured circle. Supply staff and support staff will initial next to the traffic light to indicate it has been marked by them.

The following response marking key will be used throughout lessons when over the shoulder marking.

| | |
|---|---|
| | Use a green highlighter where children are showing good evidence of learning within year group expectations. |
| | Use a yellow highlighter to show misconceptions in which the children need to respond to.<br><br>e.g. If a child has failed to use an apostrophe on three separate occasions, this suggests an underlying misconception which will need to be addressed. |

The response marking key is followed clearly in Years 1-6, whilst it is introduced progressively in EYFS.

The marking key should be displayed in all classrooms and pupils should have a clear understanding of how their work is marked.

**All work** is to be traffic lighted. Regular feedback should be evident through use of the response key. All staff use a green pen. At least one piece of written work each week will be marked in detail with clear next steps / targets for the children for future work using the following symbols.



The star will acknowledge what a child has done particularly well linked to the learning objective and / or success criteria.

**e.g. You have used a range of conjunctions effectively to extend your sentences.**



The wish will be a target for each child to action in their next piece of writing.

**e.g. You need to vary your sentence openers to make your writing more interesting for the reader.**

Pupils in Year 2 to Year 6 will use a purple pen to respond to marking, edit and/or up level their vocabulary. Pupils in Year 1 will use a pencil.

**Moving learning forward**

Feedback comments should be relevant. It will move learning forward through effective questioning feedback. Comments will make the children think more deeply about their learning e.g.

- What would happen if…?
- Convince me…
- Explain…
- Prove…
- What do you notice…?
- What impact would…?
- How could you use…?