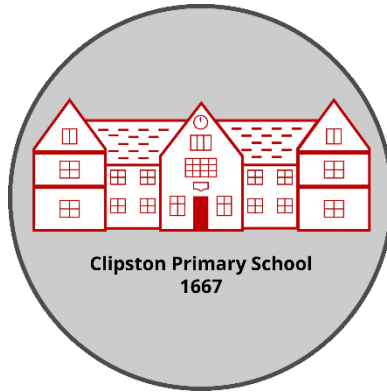


Clipston Endowed VC Primary School

Feedback Policy



Be Kind ~ Be Your Best ~ Be Happy

Presented to and adopted by Governors: November 2023

Proposed Review: Autumn 2025

Signed

Mrs Sarah McElroy: Chair of Governors

Clipston Primary School's Mission, Ethos and Aims

Our Mission

Be Kind ~ Be Your Best ~ Be Happy

Ethos

Recognising its historic foundation, Clipston Primary School seeks to serve its community by providing a rounded, connected and coherent education of the highest quality.

We endeavour to preserve and develop our distinct religious character in accordance with the principles of the Church of England.

The school lives out its Christian virtues – Thankfulness, Kindness, Justice, Love, Forgiveness, Responsibility and Courage – and all those essential human values, which are common to good, kind and tolerant people of all faiths and none, through the experiences it offers to all its pupils.

Aims

The school's aim, through its Christian ethos, is the creation of a safe, happy learning environment, which supports all children on their journey towards becoming:

- Successful engaged learners, who enjoy learning, who are knowledgeable and skilled, and who make progress and achieve their best;
- Confident, articulate individuals who can lead safe, healthy and fulfilling lives in the communities in which they live now and in the future;
- Responsible, happy citizens of the world who have the capacity to make positive contributions to society.

“Do to others as you would have them do unto you” Luke 6:31

To achieve these aims, staff and governors will work in partnership with parents, carers and the local community for the benefit of all our pupils.

The Feedback Policy

The Principles of Feedback and Marking

Feedback should be useful to the pupil, enabling them to reflect on what they did, make adjustments to improve their work, and therefore make progress in their learning.

Feedback must be manageable, meaningful and motivating. Procedures must not take hours of time in the evenings and into the night. Procedures must enable teachers to maintain a sensible work-life balance in order that they can fully focus on planning the next day's lessons and be able to deliver them feeling refreshed after an evening at home.

Feedback procedures should capture what we do well at this school – we routinely give regular, meaningful feedback to enable children to address misconceptions and edit their work. Feedback enables children to see errors and mistakes, and then make corrections. It is what the child does as a result of adult feedback that motivates children to make progress and become more independent as learners.

The focus at this school is very much on Live Feedback, with the pupil, in the classroom.

Educational Research

Educational research shows that ineffective marking manifests itself as long sentences written by the teacher in different coloured pens with VF used frequently to show that Verbal Feedback has been given.

Schools where feedback is manageable, meaningful and motivating, capture the essence of all that is effective (and very much what teachers do anyway on a daily basis) without the need for labour intensive practices such as extensive written comments.

Ofsted makes no stipulations about feedback and marking, other than that teachers should adhere to the school's policy. Procedures should be used consistently.

Monitoring

The Head Teacher and Subject Leads will monitor the adherence, manageability and impact of the policy as part of the routine monitoring schedule, and from time to time Governors will also monitor the effectiveness of this policy through Monitoring and Book Scrutiny.

Work Layout

The layout of the start of each piece of work in Year 1 to Year 6 will include the date and the title e.g.

<u>22nd March</u>	<u>Diary Writing</u>
-------------------------------------	-----------------------------

<u>1st October</u>	<u>Fractions</u>
--------------------------------------	-------------------------

Feedback Procedures

The main strategies of effective feedback at Clipston School are:

- **Sample Feedback** – during the lesson, the adults will circulate the room, reading work and giving verbal feedback. Misconceptions will be picked up and immediate feedback may be given to address it, stopping the lesson as necessary. Using a visualiser (or equivalent) teachers may also demonstrate work that is going well.
- **Whole Class Feedback** – having looked at a specific piece of work, teachers may make notes to feedback to the class to help them redraft or improve it. Whole Class Feedback might look like this:

Whole Class Feedback Sheet		
	Date _____	Lesson _____
Praise:	Vocabulary:	Grammar:
What Went Well (WWW):	Misconceptions:	Presentation:
Even Better If (EBI):		
Special Mentions:		

- **Modelling** – teachers may give an exemplar piece of writing, a sample layout or a worked Maths example. Pupils will use this to assess their work (and that of their peers). Time may also be spent improving an answer provided by the teacher with deliberate mistakes to support children’s concept development and/or their understanding of what is required.

Not all books will be marked every day, particularly in KS2. Teachers will aim to mark a sample of books from each lesson, in order to inform planning and address misconceptions, ideally prior to the next lesson.

In addition, feedback in books may also be shown as follows:

- Adults, including Teaching Assistants, use **green pen**.
- Teachers may use a code to show if a child has completed a piece of work Independently **I**, with support **S** or the work has been discussed with the child **D**.
- Where a child has made a correction as a result of adult feedback, this will be in **red pen**. This will certainly not be evident for every piece of work, or indeed even in every book. Where it does take place, it will mainly be in KS2.
- Children, particularly in upper Key Stage 2 will also edit independently in **purple pen**.
- Adults give praise through the use of stickers / comments / stamps to boost self-esteem and to recognise effort. These will be personal to the teacher.



- In books that have no green, red or purple pen, this does not mean that no feedback has taken place. The other Feedback Procedures outlined above will have taken place as part of the daily Live Feedback during the lesson.