



## Feedback Policy

### Staff Feedback

At Ludlow Infant Academy we believe that effective feedback will:

- Benefit pupils
- Support teacher judgements
- Be helpful to parents

This will be achieved by:

- Providing clear feedback to children about their targets and next steps for learning.
- Recognising, encouraging and rewarding children's effort and progress.
- Focusing teachers on those areas of learning where groups and individual children need specific help
- Providing a record of children's progress
- Helping parents understand strengths and weaknesses in children's work

We have agreed that feedback about the children's work will:

- Give value to their efforts
- Promote confidence and develop self esteem of individuals
- Be positive and relate to expectations of what was required
- Indicate the next steps in children's learning

We have compiled the following Feedback code to:

- Promote consistency throughout the school
- Be positive and constructive
- Feedback on any work will take place when realistically possible with the child.
  - Time needs to be built into lessons for children to reflect on feedback and when appropriate respond to it.

### Peer and child marking.

At Ludlow Infant Academy we believe that children need to be involved in the process of effective marking and feedback as this will;

- Benefit pupils
- Allow them to reflect on their work
- Consolidate the child's understanding of the learning outcome from that piece of work.

This can be achieved by;

- Providing the children with clear and focussed success criteria that they can use to assess their work
- Involving the children in designing and evaluating the success criteria.
- Recognising the importance of peer support/response partner as a tool to reflect and feedback on work.

- Allowing the children time to reflect upon their work and when appropriate to improve their work against the criteria.
- Planning in time for children to review their work.
- Children will use a purple pen to edit / improve their work.

We have agreed that peer and child marking will;

- Give value to their efforts
- Promote co-operation amongst peers.
- Develop the child's self esteem and confidence.
- Promote communication and social skills.
- Develop the child's role in their learning, encouraging them to participate in the development of their skills.
- Involve the children in the assessment process and consolidate their understanding of the success criteria and next learning step.

We have compiled the following code to;

- Promote consistency throughout the school
- Be positive and constructive.

### **Feedback code- for staff**

- All feedback codes and symbols will be in black or blue ink. The oral feedback speech mark must be in green
- All work will be dated and initialled by teacher /TA as follows;
  - **A** will indicate aided
  - **PA** will indicate partially aided accompanied with a short annotation.
  - **I** will indicate independent.
  - **ST-** supply teacher symbol if marked work (next steps not recorded) but will annotate planning to show what each group will need next.
  - **TA-** Teaching assistant symbol if marked work (next steps not recorded) but will leave feedback on the children`s learning.
- 😊 Smiley faces will be used to indicate where children have acted upon the oral feedback given.



- This will indicate when oral feedback has been given. A short annotation will be written to indicate what the feedback was for e.g SP for spelling, adj for adjectives etc. This will be within the children's work so that it will be clear in the work the child continues to do if they have acted upon the feedback given.

In any one piece of work, oral feedback should only be used on no more than 3 improvement areas so that the child has the opportunity to really focus and embed these in their work.

- Comments will be written according to the teacher's professional judgement
- **X** will not be used in any work, in particular for sums



A target symbol will be used to show learning outcome. This will be used to show how well child has done in achieving outcome. Traffic light colours will be used to show child how well they have done.



Steps will be used to show the children the next steps for their learning.

## Feedback code- for children

- The children will use traffic lights to assess their own or others work. This will indicate their level of success against the success criteria and targets.



Red- I still do not understand

Orange – I need to do a little bit more to understand.

Green- I understand and have met the learning objective/ target

- Editing of work by a child should be made in another colour using editing pens (purple) so that it is clear where the child has assessed changes should be made, against the success criteria.
- ✓ This symbol with a speech bubble around it will be used (in green pen) by a teacher or TA to indicate oral feedback during a lesson in the children's books. A smiley face will then be used to indicate, in child's work, when they have acted upon the feedback given.
- In short term planning each week, time will be given to allow children to reflect on work, respond to teachers comments and change work against success criteria.

Beverly Corbin – November 2017