

Whyteleaf School

Feedback Policy

Aim High • Be Independent • Enjoy Yourself



Appendix A

At the beginning of the unit in Writing, Maths and Science, children circle either 1, 2 or 3 on the unit grid to indicate their confidence level against each objective. At the end of the unit, the child reflects and circles their new confidence level and the teacher ticks the column next to each objective to indicate whether a child is beginning, developing or embedded. A feedback grid is stuck in at the end of the unit and is completed by the child and teacher. The teacher gives strengths and areas for development. The child also reflects and identifies their strengths and areas for development.

All other pieces of work from over the course of the week are acknowledged using a variety of the following:

- Verbal feedback from the teacher which is stamped.
- Self-assessment
- Peer-assessment
- Marking using the school marking code (addressing errors and mistakes)
- Work is ticked by an adult working with the child

Any work that is marked by an adult who is not the class teacher will be initialled.

Teachers mark with a black pen and children respond in green

Writing

At Whyteleaf, children independently complete a 'cold task' at the beginning of the unit of work. Written feedback is then given by the teacher highlighting what has been done well and providing a next step.

At the end of the unit children independently complete a 'hot task' in order to show they can apply the skills they have learnt. Feedback is then given by the teacher and a hot task grid is completed, identifying areas of strength and next steps. The children also record their reflections on the grid.

Reading

When reading 1:1 or in small groups with an adult, children receive immediate, purposeful feedback identifying next steps related to phonological awareness, decoding or comprehension skills.

During whole class reading lessons, pupils will be directly taught decoding, explanation, retrieval, inference and skills in understanding author's choice. In these lessons, teachers provide immediate feedback to pupils through discussion and reference to the learning objectives.

Teachers will provide correct answers and will model how to 'best' answer the questions including all of the relevant information. Pupils and peers will then self/peer mark against the answers provided by the teacher. This process develops pupils' awareness of successful answers and how to improve.

Maths

In maths, teachers provide immediate feedback through working 1:1 or in small groups and this is evident through the 'verbal feedback' stamp. Teachers identify which pupils need more support based on the learning objective and then provide an intervention as soon as possible which is evident through the 'Teacher Help Desk' stamp.

All questions are acknowledged by either the teacher, pupil or a peer. Where possible, this feedback takes place within the lesson with the pupil present.

EYFS

Within Early Years children work with adults in small groups or on a one to one basis. When giving feedback to a child this is done verbally to ensure that the child understands areas that they have succeeded in as well as areas that they can develop. Feedback is given immediately ensuring that children are aware of their achievements and next steps. Verbal feedback is recorded using 'Step to Success' stickers that allows other adults working with the child to immediately see the child's progress and their next steps.

Appendix B

Marking Code

Teachers use the following marking code. These codes are displayed in classrooms so children are clear on what they need to do to improve. Teachers will use their judgment and knowledge of the pupil to decide whether a code in the margin is sufficient to indicate a correction or whether they will use a code and indicate where in the sentence the mistake/error has been made.

For the purposes of Whyteleaf's feedback policy, a mistake is defined as incorrect usage that the child can identify independently and self correct. For example, a missing capital letter to start a sentence that the child omitted due to writing at pace. An error is defined as an omission or incorrect usage because the child does not yet fully understand the correct application. For example, incorrectly using speech marks.

Code	Meaning
Sp	Spelling error
P	Punctuation error
Gr	Grammatical error
//	Paragraph
^	Missing word(s)
WW	Wrong word choice

Children in KS2 will cross out the marking code in a green pen when they have corrected it.

Review date: July 2019