





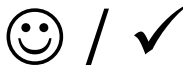




Feedback Policy

The aim of this policy is to ensure that the feedback children receive of their work, verbal and written, consistently enables them to make progress. At Twyford St Mary's C of E Primary School, we believe feedback to be:

- ✓ A very important assessment tool.
- ✓ One of the most common features of successful teaching and learning.
- ✓ Among the most powerful moderators of learning.
- ✓ A process which involves children in the assessment of their own work and progress.
- ✓ An influence on subsequent planning.
- ✓ Relative to three levels which coincide with our assessment model: from apprentice; through competent; to expert.
- ✓ Consistent but age related and relevant to its phase.

We will:

- ✓ Use children's self-assessment strategies, such as traffic-lights and evidence checklists, and we will respond to them.
- ✓ Give pupils the opportunity to enter into a dialogue about their progress and respond to feedback. This will include dedicated time in lessons or during skills lessons.
- ✓ Ensure that feedback visibly influences planning.
- ✓ Ensure that most of our marking is in response to the Learning Objective and Success Criteria.
- ✓ Ensure that persistent basic skills difficulties will be noted and will inform the planning of subsequent skills lessons or interventions.
- ✓ Use in-depth feedback during the apprentice stage which directs the learners to correct mistakes, address misunderstandings and offer encouragement. Use feedback which causes thinking, evaluation or analysis through the competent stage. Use a challenge or open ended question in the expert stage.
- ✓ Initial to show that the teacher has acknowledged the work, where in-depth feedback or response is unnecessary.
- ✓ Use the symbol "VF" to show that the teacher or LSA has discussed the work with the child.
- ✓ Annotate the level of support the pupil has received when this would be useful for moderation.
- ✓ Respond accordingly if steps have not been taken to adhere to our Pride in Presentation guidelines.

<p>Year 1 Non Negotiables Stamper for all written work</p>	
<p>Year 2 Non Negotiables Stamper for all written work</p>	
<p>Support given</p>	<p>S</p>
<p>Guided</p>	<p>G</p>
<p>Independent</p>	<p>I</p>
<p>Verbal feedback</p>	<p>VF</p>
<p>Punctuation or grammar error</p>	<p>Indicate in the margin during competent stage</p>
<p>Green Mark (Green highlighter for 'Go' - something pleasing in KS1)</p>	
<p>Pink Mark (Pink Highlighter - something to make you think in KS1)</p>	
<p>Something done well in KS2</p>	
<p>Next Step – on success criteria and written - this is a SMART target</p>	
<p>Spelling Error</p>	<p>During apprentice stage</p> 
<p>Target – Linked to ARE and needs to be applied across a range of work</p>	<p>T</p>
<p>Target Achieved</p>	<p>T ✓</p>
<p>Team Point</p>	
<p>Initial</p>	
<p>Written Feedback from an adult</p>	<p>Not in purple pen</p>

Twyford St Mary's C of E Primary