



Straits Primary School

Feedback to Learning Policy

Research has shown that pupils will achieve more if they are fully engaged in their own learning process. This means that if pupils know what they need to learn and why, and then actively assess their understanding, they will achieve more than if they sit passively in a classroom working through exercises with no real comprehension either of the learning intention of the exercise or of why it might be important.

At Straits, we believe improving and developing children's learning is a two-way process. Feedback, whether verbal or written, is a vital part of the learning and assessment process. It is important that progress and achievement are recognised and constructive feedback is given to help children improve. We recognise that the most impactful feedback is 'within the moment' and an integral part of the lesson.

Our principles

- That quality, purposeful feedback is most effective when provided at the point of learning.
- That feedback is understood by, and accessible to, the child.
- That feedback is purposeful, timely, manageable and specific to the learning taking place.
- That feedback is both verbal and written and involves the child reflecting on their own learning.
- That we create a culture whereby it is all right to make mistakes, but then good to learn from them and make improvements.
- That feedback is used to help children to improve their learning through the identification of relevant, achievable next steps.
- That feedback provides opportunities to give praise and encouragement and to motivate children to want to produce high quality work and make progress.
- That feedback allows us to see if teaching has been effective and inform the next steps of planning.
- That staff will use their professional judgement of when to allocate appropriate time for pupils to respond to feedback.

Early Years

Our feedback will be predominantly verbal and will be personalised to each individual child's achievements and next steps.

If written feedback is used, any recorded comments (e.g. *Evidence Me*) will be clear and relevant so that all adults are able to identify the next steps a child should focus on.

English

- A 'WALT achieved' stamp will be used and if the WALT has been partially met then one tick will be given and two ticks if it has been fully understood.
- Work will be responded to through the use of a ✓ or a celebratory or relevant developmental comment.
- Relevant SPAG errors will be identified and recorded either in the margin or next to the child's error – children will respond to these errors dependent on the child's ability to self-edit and correct.
- The child will respond to any feedback using their purple polishing pen and may correct any identified SPAG errors or respond to a written comment.
- If self or peer assessment is used, then the children will complete this using their purple pen.

Points to note:

Codes to be used are **sp** (Spelling), **g** (grammar) and **p** (punctuation.)

Additional Symbols used: S – supported work, I – independent or VF – verbal feedback (*with a prompting word if relevant*).

A 'smiley face', a positive phrase (e.g. *well done, a great effort*) or a comment may be used (*you have really tried hard to use capital letters today*) to celebrate the child's efforts and achievements.

When incorrect spellings are identified, these should be common exception words, high frequency words or words which are relevant to the pupil's ability e.g. where the child has not correctly applied their phonics or taught spelling rules.

Any appropriate 'next steps' comment should be used if they will improve the child's writing across future pieces of work rather than being task specific. This could be a prompt for the child and the adults working with the child.

In line with Year 6 statutory assessment and the children recognising and correcting their own mistakes, this approach will be adapted as the children progress towards the assessment window. This will also allow for children to independently edit and improve their own work.

Maths

- Fluency activities – calculations will be ticked (✓) or dotted (■) by the teacher or self/peer marked. Children will respond to these errors dependent on the child's ability to self-edit and correct.
- A 'WALT achieved' stamp may be used and if the WALT has been partially met then one tick will be given and two ticks if it has been fully understood.
- Reasoning and problem solving tasks may require an appropriate 'next steps' or developmental comment, this could be a prompt for the child and the adults working with the child.

Points to note:

A 'smiley face', a positive phrase (e.g. well done, a great effort) or a comment may be used to celebrate the child's efforts and achievements.

Other Subjects

- A 'WALT achieved' stamp will be used and if the WALT has been partially met then one tick will be given and two ticks if it has been fully understood.
- If relevant to the task (or future learning) an appropriate 'next steps' or developmental comment may be recorded.

Points to note:

A 'smiley face', a positive phrase (e.g. well done, a great effort) or a comment may be used to celebrate the child's efforts and achievements.

Other Key points to note

- The date (long date in English and short date in all other subjects) will be recorded at the top of the page on the left hand side.
- The specific learning objective (WALT) will be recorded at the start of the piece of work (underlined and on the left hand side).
- Pencils should be used in all Maths books and in draft work if appropriate.
- Pencils should be used for written work until the point where the teacher judges the child's handwriting to be sufficiently neat and fluent that a pen may be used (a pen license is issued from Year 4 onwards). A pen issued by the school should always be used.

Monitoring and Evaluation

We will ensure that high quality feedback is impacting on pupil progress through learning walks, book trawls and pupil interviews. This will be carried out by SLT and subject leaders and feedback on the implementation of the policy will be given during staff meetings or with individual members of staff.

Chair of Curriculum Committee:

Date:

Head teacher:

Date:

Agreed at the Curriculum Committee Meeting on: