Date	Review Date	Coordinator	Nominated Governor
Jan 2023	Jan 24	Chair of the Governors	Rachel Bain

Headteacher:	Pamela Acheson	**Date:**	March 24
Responsible Governor:	Rachel Bain	**Date:**	March 24

Status of Policy:

The Governing Body of the Federation of Grewelthorpe and Fountains C of E Primary Schools adopted this policy in January 2023. It will be reviewed in Spring 2024.

1. Aims

Our Federation aims to develop enthusiastic, confident and active learners who are effective in their approach to primary education and in life.

We aim to fulfil every child's potential through a commitment to the highest standards of teaching that actively motivates, challenges and inspires children as individuals.

Feedback of pupils' work in all areas is therefore regarded as a regular means of formative assessment that is linked to the learning objective within a unit of work and ultimately, to the child's personal targets. We aim to make feedback a positive experience for the child. The feedback should focus on what the child can do and help them to understand any mistakes, stating clearly the next steps for learning. Opportunities for children to reflect upon their learning, correct and then move on are integral to this feedback policy.

2. Purpose of effective feedback

- To provide clear feedback to children about strengths and areas for improvement in their work;
- To recognise, encourage and reward children's effort and progress;
- To focus on areas of learning where groups and individual children need specific help;
- To provide a record of children's progress;
- To inform planning and future learning;

3. Non-negotiables when marking in books

- To use a positive symbol (tick/sticker/stamp) to acknowledge that the book has been looked at.
- A highlighter pen/tick can be used to indicate examples of quality work (e.g. areas which specifically meet the objective, work which demonstrates good method/understanding).
- Symbols used to identify basic skills errors;
1. Error/Omission of punctuation
2. Spelling error   〰〰〰
3. Makes no sense (   )
4. Paragraph //
5. Insert ^
6. Next steps   ⌐
7. Corrected   ©
- Ticks used to mark calculations correct or identify positive aspects to the work.
- A dot used to signify that something needs checking.
- A 'x' can be used to indicate an incorrect response.
- Children self-assess at the end of the session using traffic light coding.
- Teacher to complete feedback sheet to record assessment of children's learning in the session.
- Feedback about work given at the beginning of the next session and should include time for children to respond, clarify misconceptions and share good examples.
- Children should respond to verbal feedback using their purple pens to ensure that it is obvious when work has been improved or if they have responded to a challenge set within the session.

4. Feedback and marking in practice

It is vital that teachers evaluate the work that children undertake in lessons, and use information obtained from this to allow them to adjust their teaching. Feedback occurs at one of four common stages in the learning process:
 1. Immediate feedback – at the point of teaching
2. Summary feedback - at the end of a lesson/task
3. Next lesson feedforward – further teaching enabling the children to identify and improve for themselves areas for development identified by the teacher upon review of work after a previous lesson had finished
 4. Summative feedback – tasks planned to give teachers definitive feedback about whether a child has securely mastered the material under study These practices can be seen in the following practices:

Type	What it looks like	Evidence (for observers)
Immediate	• Includes teacher gathering feedback from teaching within the course of the lesson, including mini-whiteboards, bookwork, etc. • Takes place in lessons with individuals or small groups • Often given verbally to pupils for immediate action • May involve use of a teaching assistant to provide support of further challenge • May re-direct the focus of teaching or the task	• Lesson observations/learning walks
Summary	• Takes place at the end of a lesson of activity • Often involves whole groups or classes • Provides an opportunity for evaluation of learning in the lesson • May take form of self or peer- assessment against an agreed set of criteria • May take the form of a quiz, test or score on a game • In some cases, may guide a teacher's further use of review feedback, focusing on areas of need	• Lesson observations/learning walks • Some evidence of self – and peer-assessment • Quiz and test results may be recorded in books or logged separately by the teacher

Feedforward: 'the next step is the next lesson'	•For writing in particular, often a large part of the next lesson will be spent giving feedback to the class about strengths and areas for development and giving time for development areas to be worked on and improved through proof reading and editing their work. •Do now's are analysed daily and errors and misconceptions addressed in subsequent lessons, in particular in maths meetings	•Lesson observations/learning walks • Evidence in books of pupils editing and redrafting their work in purple pen
Summative	'Check it' activities • End of unit or term tests or quizzes	• Check it activities in books • Quiz and test results

Teachers will complete a Marking and Feedback summary sheet after each lesson as a record of the feedback.

Policy:	Feedback Policy
Signed Chair of Governors:	*R Bain*
Governors Meeting Ratified:	March 24
Review Date:	Spring 25
Review schedule	Annually