



The Dragonfly Federation

East Ruston and Stalham
Infant and Pre-schools

A Flying Start for all



FEEDBACK POLICY

We help each child realise their potential by providing a safe, caring environment where learning is fun and individual achievements are celebrated. Feedback can be both verbal and written.

Happy children learn.

Our policy for feedback supports this by:

- Recognising that feedback is an essential part of planning and assessing teaching and learning.
- Ensuring the purpose of feedback is to assist learning.
- Promoting high standards and positive attitudes to learning and behaviour.
- Ensuring a consistent approach to feedback throughout the school.
- Valuing work and giving recognition and praise for achievement.
- Providing constructive feedback and clear strategies for improving learning.
- Correcting mistakes, addressing misunderstandings and offering encouragement.
- Providing assessment information and informing future planning.
- Enabling pupils to reflect on their past performances and set new targets together with the teacher.
- Provide ongoing opportunities for self assessment.
- Teaching children to recognise what they do well.
- Fostering a culture whereby it is okay to make mistakes but good to learn from them.

- Ensuring marking is regular and frequent.
- Encouraging pupils to accept help/guidance from others.

Our procedure for marking:

We believe marking should:

- Acknowledge each piece of work.
- Be undertaken as quickly as is practical, where possible with the child.
- Involve other adults within the classroom as appropriate.
- Be selective and relate to specific learning objectives and targets known to the pupil in advance.
- Be constructive. A negative comment should be supported by a constructive statement on how to improve so that the child is clear on what they need to do to improve further.
- Support the child's learning and not overwhelm or demoralise them with too many corrections. For this reason, not all spelling, punctuation and grammar errors are marked in every piece of writing but they will be noted as a future teaching point. Teachers should use their professional judgement when deciding how many corrections to mark.
- Include a brief constructive comment where appropriate. This comment should be specific to the learning objective and content of the work. General comments such as 'good' are to be avoided unless qualified with further comment as to why.
- Take account of individual ability and effort.
- Be manageable for staff.
- Be in keeping with the ways in which the school recognises and celebrates children's achievements.
- Provide pupils with the opportunity to assess their own work and that of others.
- Be in a different colour or medium from the pupil's writing, but not dominate. For this reason, red ink is inappropriate.
- Good presentation is expected and may be commented on after the learning intentions have been considered. All work should be dated and titled using an "I can" statement reflecting the learning objective/success criteria that will be marked against.

- All children will draw a 'smiley face' to indicate how well they feel that they achieved the lesson's objective. This smiley face will be drawn next to the "I can" statement at the top of the work.
- Teachers and Teaching Assistants will draw a smiley face at the bottom of the piece of work being marked to show their assessment of the child's work.
- Teaching Assistants will show that they have marked pupils' work by writing a capital TA within a circle.
- A Capital S within a circle indicates the work was supported at this point.
- A SC within a circle shows that after feedback a child has self-corrected.

Types of marking:

Summative marking/feedback

- This usually consists of ticks and other simple marks associated with closed tasks where the answer is either right or wrong.
- This can also be marked by the children, as a class or in groups.

Oral Feedback

- Stalham Community Infant School recognises the importance of children receiving regular oral feedback. This is particularly important where children may be unable to read a written comment.

Formative marking/feedback

- Not all pieces of work can be marked in detail and teachers will use their professional judgement to decide whether work will simply be acknowledged or given detailed attention. When marking in this way, teachers highlight examples of where the child has met the learning intention whilst identifying an aspect of the work which could be improved. To support this, they provide a focused comment which should help the child to 'close

the gap' between what they have achieved and what they could have achieved.

- Useful comments include:
 - A reminder prompt (e.g. 'What else could you say about the prince's clothes?')
 - A scaffolded prompt (e.g. 'What was the monster doing?', 'The monster was so angry that he...')
- In order for the marking to be formative, the information must be used and acted on by the children. Therefore, when work has been marked in this way, time is given for children to read and respond based on the improvements suggested.

Self-marking

- Where possible pupils should self-evaluate by identifying their own successes and areas for improvement. In addition, pupils may be asked to mark their work in pairs to engender discussion about the work. Children may also be asked to highlight specific success criteria in their work using highlighter pens.

Monitoring, Evaluation and Review

The school will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.