

# Priory Junior School Feedback Policy 2019 - 2020

Aims: to ensure that all children receive feedback that supports progress, develops self-confidence and provides assessment of learning information whilst taking into account the level of need and independence of that particular group of children.

## Principles

- Feedback must be manageable, motivating and meaningful.
- Feedback to children is purposeful and will involve both written and verbal feedback. This feedback may be given individually or where appropriate as part of a group.
- Feedback should be frequent to aid assessment of learning and next steps.

## Written Feedback

For written feedback, we will use green and purple pens.

- The colour green denotes praise or evidence of progress. There may be marks in green pen or a positive written comment e.g. A good newspaper report Kai, I particularly like your time conjunctions.
- Purple pen is used to denote an action/area for improvement. This could be a consolidation, a correction or a challenge (extension) depending on the outcomes from the child and their need.
- E.g., Remember to add the units first. Have another go at this one.
- The children may respond by correcting their work, having a go at a challenge or consolidating their learning. This response may be written in their book or completed verbally with an adult.

## Peer and Self-Assessment

There may be times where peer and self assessment are useful feedback tools. When peer-assessing children will write their name to indicate who is completing the feedback.

## Support codes

These codes support our assessments in learning. Teachers and TAs should indicate, where support has been given, in the following way:

S = Supported work (support from adults or children).

VF = Verbal feedback has been given to the children in this lesson.

I = Or work without a code, is considered independent work

## Monitoring and Evaluation

Work scrutiny of children's book is an important part of our monitoring and evaluation schedule. Work scrutiny will be carried out by a variety of staff, teachers, TAs, SLT, subject leaders and on occasions colleagues in our family of schools and Governors. Discussions/Feedback after work scrutiny enable us to identify action points and next steps.

## Appendix 1

### Marking symbols and colours:

GREEN = For highlighting progress and for praise *E.g. Well done Charlie, I really liked the way you have used powerful adjectives to bring your character to life.*

PURPLE = Please correct, consolidate or try the challenge. *E.g. Please change all of the underlined words for better conjunctions.*



= Capital Letters and Full Stops need putting into your work.



= A mistake that you need to correct.

sp went

whent = sp shows the correct spelling for a word. Copy it out 3 times.

the

In ^ car

= You have missed something out – please put it in

S

= I had some support with this work.

VF

= Verbal feedback given. My teacher came to talk to me about this.

### Editing code (for children to use at the point of writing):

- Wiggly line = I'm not sure about this spelling.
- Underline it = I know this needs improving.
- ~~Cross a word out~~ = I don't want this.
- Arrow up ↑ = I've missed this out.

Reference : The Government Workload Challenge (2014)