

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)