Feedback Policy

Approved by: Stephanie Lawes		**Date:** 20.3.25	
Last reviewed on:	March 2025		
Next review due by:	March 2027		

Chetwynd Junior School

Feedback Policy

As a school, we always start by asking ourselves, 'why are we giving this feedback?' To be effective, feedback should cause thinking to take place.

There are two main reasons:

1. To motivate the child
2. We can see an opportunity to move learning on by:
    - Addressing a misunderstanding
    - Reinforcing a skill or key piece of information
    - Extending a child's understanding or ability to do something

We have worked as a staff to develop different types of feedback to support our pupils' learning and guide their next steps. This will not only be written feedback from the teacher but a partnership between the pupil and teacher. It may be:

- Metacognition slips (a recap task) to assess previous learning.
- Reasoning in Numeracy to support our whole school focus (these may be both metacognition and reasoning).
- 'Making Links' these are questions in Foundation and Science lessons to recap the main learning elements of the last lesson.
- Formative marking will take place according to teacher's professional judgement about a pupil's progress. When they are appropriate in Literacy/Numeracy, teachers will use a T (target)– where there has been a clear misunderstanding that needs to be addressed before the child can move forward.
- Marking should take place before books are given back to pupils to ensure pupils understand how to move their learning forward and to support staff to plan for the next session.
- 'Open' questioning, to encourage pupils to develop and show understanding of the key features of what they have learnt.
- Where possible, adults will 'Live mark' during a lesson, in order to give children instant feedback. The use of a visualiser in the classroom, will enable adults to show good examples during a lesson to praise children, and give support to those who may be struggling.
- The **learning focus** is to be provided through clear success criteria to support the pupil and to guide their thinking and reflection.
- Teachers will mark **some** of the mistakes in a piece of work.
- The first few punctuation errors will be corrected.

Pupils' Responses

- Children can only achieve a learning goal if they understand that goal and can assess what they need to do to reach it. Peer assessment (to be completed in purple) and self-assessment (to be completed in green) both have a part to play in extending children's learning. By engaging in this, the teacher can be free to observe and reflect on what is happening and can frame helpful interventions.
- Written teacher responses will be afforded a few minutes reflection time by children at the beginning of the lesson. A 'VF' (verbal feedback) will indicate that the comments have been discussed with the child.
- For writing, there is a three week cycle.

Week 1 – self mark using success criteria.

Week 2 – peer mark with a buddy using success criteria.

Week 3 - formative marking, a section of the work will be marked in detail using the 'Yellow Box' approach. Adults will correct punctuation, sentence construction and model improvements. Children will then be expected to rewrite a different section to demonstrate both understanding and progress.

Spellings

- Spellings will be corrected through a 'Practice x3' approach. The misspelt word will be written correctly by the adult, either in the margin or towards the bottom of the page, and the child will need to practice 3 times underneath, using their green pen
- Spelling of dates, key subject/topic vocabulary must be picked up.

Marking Codes	
√	**Correct answer**
.	**Incorrect answer**
?	**This does not make sense/think more about it**
//	**Start a new paragraph**
SP	**Spelling error**
T	**Target set by teacher**
VF	**Verbal feedback/mini plenary**
TF	**Teacher focused role**
LSA	**Supported by a LSA**
I	**Independent work**
Red pen	**Adult comments.**
Green pen	**Pupil responding.**
Purple pen	**Peer comments.**