

St John's C of E First School



Together, we have the roots to grow and the wings to fly

FEEDBACK TO CHILDREN POLICY

This policy should be taken as part of St. John's C. of E. First School's overall strategy and is implemented within the context of our vision of Government aims and our values as a Church of England School.

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|--|----------------|
| Policy Adopted: | September 2021 |
| Last review date: | |
| Next review date: | July 2022 |
| Signed (Headteacher / Chair of Governors): | |
| Date of signature: | |

Feedback to children has 5 core purposes:

1. To help children recognise and celebrate their efforts
2. To help children understand what they have done well
3. To help children understand how to improve
4. To help children make visible signs of improvement as a result of feedback
5. To inform teacher assessment and future planning

There must be consistency in the following areas:

- ❖ Children will receive on-going verbal feedback throughout the lesson via 1 to 1 conversations and mini plenaries to groups or whole classes
- ❖ A record of significant verbal feedback will be recorded in the 'Class Feedback and Assessment Book' or directly onto planning
- ❖ Children will have the opportunity to respond to feedback when learning misconceptions have been identified and retaught
- ❖ Original work must not be erased, so that amendments can be seen and celebrated
- ❖ Self-assessment will be explicitly taught in Reception; a traffic lights system might be used
- ❖ Peer assessment using verbal feedback will be explicitly introduced and modelled in Year 1
- ❖ Children will continue to use self and peer assessment throughout their time in St John's.
- ❖ At a key point in a writing unit of work (wherever this takes place), in-depth marking will celebrate success and provide next steps within the feedback

Marking Code:

We believe it is important for:

- ❖ Children to know their work has been seen or read
- ❖ People viewing children's work to know whether they have completed it independently or with support

Some activities, lend themselves specifically to marking a question right or wrong; this is most evident, but not limited to in Maths and Spelling.

Staff and children will use the same marking code:

| Mark | Meaning |
|------|--|
| HP | House point |
| 😊 | Great effort |
| 😞 | Disappointing effort (1 key word explaining) |
| I | Independent |
| S | Supported |
| V | Verbal feedback given (keyword marking maybe included) |
| ✓ | Correct |
| ● | Incorrect |

Proofreading and Editing Code

Adults will support children with their proofreading and editing their writing. Children will be taught to use the same code as adults, increasing the number of codes they use with age and experience as a writer:

| Mark | Meaning | |
|---|---|---|
| – | Missing or incorrect punctuation, including capital letters | |
| ^ | Omission of a word | |
| ----- | Underline: incorrect spelling of that word | |
| Sp (in margin) | Incorrect spelling on that line | |
| ~~~~~ | Grammatical error / doesn't make sense | |
| <table border="1"><tr><td>got</td></tr></table> | got | Think of a more precise word, e.g: 'fetched' or 'grabbed' |
| got | | |

Evaluation

Senior Leaders and Subject Leaders will monitor the consistency and effectiveness of the Feedback to Children Policy across all subjects and the school at least once a term.