St Lawrence Primary School

Feedback Policy

What is the purpose of the policy?

The purpose of this policy is to make it explicit how teachers respond to children's work to ensure effective learning.

Why do we need a Feedback Policy?

It is important to provide constructive feedback to children, focusing on the successes and next steps. This enables children to become reflective learners and helps them to close the gap between what they can currently do and what we would like them to be able to do. Live marking enables pupils to instantly make progress in their learning. Teachers will use their day-to-day assessments to inform their future planning so lessons are targeted to children's needs.

What are the principles that guide the school's approach to giving feedback?

Feedback should:

- Be accessible to children
- A tool that moves pupils' learning on
- Provide clear feedback to children that relates to the lesson's objective
- Involve all adults working with the children in the classroom
- Give recognition and praise for effort and achievement
- Allow time for children to reflect and respond to feedback
- Inform future planning
- Be used consistently across the school
- Show the children that their work is valued and purposeful
- Ultimately be seen by children as a positive approach to improving their learning
- Take place at the earliest opportunity

Our School Values:

Love, Compassion and Respect.

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How do we provide feedback at St Lawrence?

- Both teachers and teaching assistants must write and model in ***green pen.***
- ***Yellow*** highlighting will indicate specific successes and ***green*** highlighting may be used to indicate the children will need to reflect on this area of learning.
- ***Turquoise*** highlighter to be used to indicate the teacher has seen the work – this will be seen a dot by the date.
- There may be times when the teacher and TA will provide modelled examples in children's books in order to provide further guidance for the child.
- The teacher will make notes/add post it notes in their feedback books about key points responding to their pupils' learning such as what the children need next as an intervention or how they could be challenged further. An improvement point may be given for an individual or the whole class depending on what the teacher has noticed.
- Children will use a black editing pen to respond to guidance and further improve or edit their work.
- Key incorrect spellings are made evident to the child by a green dot underneath the word. KS2 – get a dictionary, correct above the misspelt word and then add correct spelling to their word book. KS1 – teacher writes correct spelling underneath work. Child finds the word (with green dot) that has been misspelt and writes the correct word above it. (Year 2 to move towards KS2 model over the year) This also relates to number reversals and incorrect letter/number formation.
- If comments need to be written, they should be correctly written in the St Lawrence cursive style, be spelt correctly and large and clear enough for the child to read. They should be written in age-appropriate language.
- There are times when it may be appropriate for the children to use editing stations or self-mark as a whole class.
- There may be times when verbal feedback is given to the whole class if there are common misconceptions noted e.g. a flipchart slide

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Date Policy Issued: September 2024 (Annual)

Date to be reviewed: September 2025

Head Teacher
Fiona Micklefield

Chair of Governors
Paul Whitty

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