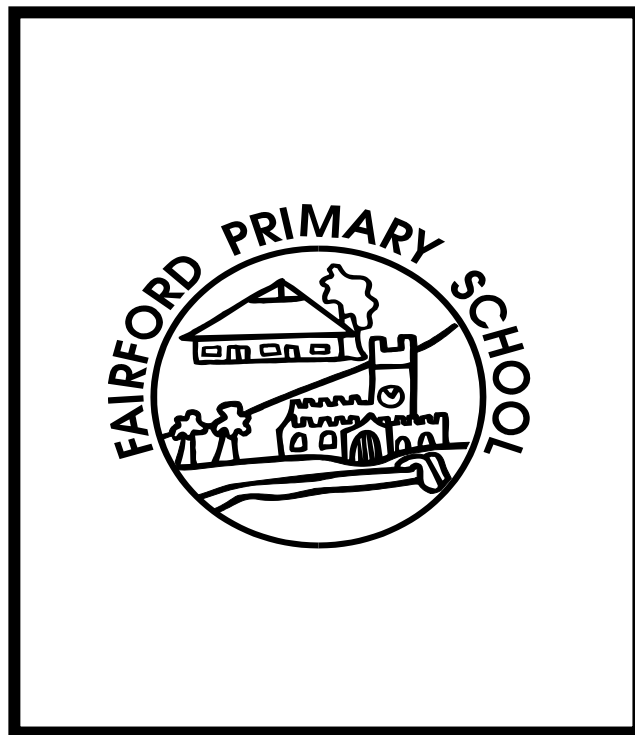


*Vision: Actively Learning Together...  
in a safe, happy environment built on a strong foundation of Christian values*

# Fairford C of E Primary School



## Feedback Policy

**FAIRFORD C OF E PRIMARY SCHOOL  
FEEDBACK POLICY**

**Our school vision is:**

Actively Learning Together... in a safe, happy environment built on a strong foundation of Christian values.

**At Fairford Primary School we have chosen those values that best reflect our thoughts as a school and community**

*Perseverance*

*Friendship*

*Respect*

*Forgiveness*

*Trust*

*Thankfulness*

**Summary**

This policy gives guidance to staff on the purpose, types and frequency of feedback.

All feedback should have a clear purpose for either the child or the teacher depending on the learning objective.

Children need to know what they have achieved and how to improve their work. Teachers and support staff need to know what children can do so that they can meet their learning needs effectively.

Feedback must be part of the wider assessment policy, which includes: -

- Observing children
- Questioning children
- Listening to children
- Discussing and reviewing
- Joint target setting.

**The purpose of Feedback**

- To inform the teacher of a child's progress and needs for future planning.
- To provide feedback about current work
- To demonstrate the value of a child's work
- To allow for self-assessment and self-evaluation where the child can recognise their difficulties and mistakes and encourage them to accept guidance from others.
- To identify targets achieved and to set the next target to move the children's learning on.

**Aims**

1. To adopt a positive attitude at all times.
2. To instil confidence in the child.
3. To ensure the child is making appropriate progress.

Updated April 2017. To be reviewed July 2018.

4. For the teacher to act as consultant, leading the child in procedures of feedback and evaluation.
5. To encourage the child to take responsibility for their work.

**Feedback on children's work is an important part of the learning process and should be carried out with great care.**

**Each teacher will make the feedback procedure clear to their class/year group at the start of the academic year. Pupil feedback policies will be displayed in all classrooms for reference.**

**It is vitally important that the feedback is consistent and clearly understood by all teachers and teaching assistants who work with the class.**

Starting points for feedback should be based on clear learning objectives (WALT) in age appropriate, child friendly language where children can understand what they are being evaluated against as well as what they have to aim for. Where appropriate, success criteria will enable children to self-assess and become successful learners.

In aiming for consistency we need to make sure that we: -

- Involve children in the process through listening, discussion and questions.
- Praise and encourage achievement without lowering self-esteem through too frequent negative feedback.
- Communicate clear expectations of learning. Easy to understand feedback is essential.
- Provide evidence of development so that children know they are making progress.
- Focus and draw attention to accuracy as well as to inaccuracies in order to boost self-esteem and also quickly identify where mistakes have been made.

### **Types of Feedback**

The following methods of feedback may be employed throughout the school, depending on the age and ability of the child and the subject being assessed.

#### **Self-Evaluation**

##### KS2

- Pupils evaluate their own work, with guidance, whenever the opportunity is appropriate.
- They do this against the success criteria discussed during the lesson.

##### KS1

- On occasions pupils will be asked to look at, discuss or evaluate their own work.

#### **Peer Evaluation**

##### KS2

- Pupils will also be given the opportunity to evaluate their peers' work against success criteria, with guidance.

##### KS1

- On occasions pupils will be asked to look at, discuss or evaluate each other's work.

## **Focused Feedback**

### **Both Key Stages**

- Oral and written feedback should focus on the learning objective.
- 'Feedback Policy for Pupils' to be displayed in classrooms (see end of policy).
- Pupils should be given opportunities to respond to comments.

## **DIE Feedback**

We use DIE (Diagnose, Intervene, Evaluate) feedback within sessions to promote immediate progress. Adults will assess the work of specific groups or individuals and use a range of symbols – agreed within Phases or taken from the Feedback Policy for Pupils (see end of policy) - or comments to identify immediate improvement areas. Children's work should show the impact of this feedback within the session. DIE feedback is then ticked or highlighted pink to show it has been actioned.

## **Methods of Feedback**

### **Both Key Stages**

- Use a different coloured pen to the child's work to add feedback.
- Highlighters are used to indicate positive (pink) or development (green) aspects.
- The appropriate Key Stage Feedback Policy for Pupils (see end of policy) contains an explanation of the codes used.

## **Rewards**

- Merits are to be given for effort and achievement in work and behaviour and collected on a card. When a total of 10 merits have been received, the completed card is placed in a central collection point and counted towards the merit card total achieved by each house.
- The house trophy is awarded termly to the house achieving the highest total of completed merit cards.

# KS2 FEEDBACK POLICY FOR PUPILS

We use the following marks.....


<b>MARK</b>	<b>MEANS.....</b>
underlined word	Spelling mistake
//	Start a new paragraph
wiggle	Doesn't make sense
^	'What's missing here?' a word / phrase?
p	Missing punctuation
✓	Well written section
✓✓	Well above expectations
E	Evidence of target work
VF	Verbal feedback (adult/child response should be noted)
S	Supported by an adult
M	Merit for excellent work

NB. Symbols will be used as appropriate for each year group.





Updated April 2017  
Review Date: July 2018

# EYFS / KS1 FEEDBACK POLICY FOR PUPILS

We use the following marks.....

MARK	MEANS.....
S	Supported by an adult
I	Independent work
	Apple indicates evidence of 'apple' target. Pinked means checked by an adult.
underlined word	Look at this spelling
M	Merit for excellent work
VF	Verbal feedback (adult/child response should be noted)

KS1 'DIE' marking symbols ...

ABC	Capital letters
	Finger spaces
●	Full stops
	Slow down
	Listen to the sentence
?	?
!	!
Ad	Adjective
	Conjunction
ABC for names	Capital letters for names
= ABC =	Capital letters in the middle of words
BOYS	But, yet, or, so

NB. Symbols will be used as appropriate for each year group.

Updated April 2017  
Review Date: July 2018

Updated April 2017. To be reviewed July 2018.