

Green Lane Infant School- Feedback Policy

"Effective marking is an essential part of the education process. At its heart, it is an interaction between teacher and pupil: a way of acknowledging pupils' work, checking the outcomes and making decisions about what teachers and pupils need to do next, with the primary aim of driving pupil progress." (Eliminating unnecessary workload around marking, March 2016)

At Green Lane Infant School, we believe improving and developing children's learning is a two-way process. Feedback, whether verbal or written, is a vital part of the learning and assessment process. It is important that progress and achievement are recognised and constructive comments are made to help children improve.

Our aims

- To ensure that feedback provided to children is constructive and whilst celebrating successes, addresses the pupil's next steps in order that they make good progress.
- To teach children to recognise what they do well and how they can improve through fostering a culture whereby mistakes are a valuable learning tool.
- To provide opportunities to give praise and encouragement and to motivate children to want to produce high quality work and make progress.
- To develop self and peer assessment techniques.
- To help children to improve their learning through verbalisation of targets and next steps
- To ensure a consistency of approach throughout the whole school.

An important element of feedback is to acknowledge the work a pupil has done, to value their effort and achievement, and to celebrate progress.

As an infant school, we recognise that the most effective form of feedback for our children is verbal feedback, given immediately. It allows the opportunity for a relevant dialogue between the teacher and the child ensuring that they understand the feedback, enabling them to respond to it and to action the feedback straight away. The big question we will constantly be asking ourselves is 'How is feedback moving this child's learning forwards?'.

What will you see at Green Lane Infants:

Verbal feedback will be given to children during the lesson where possible. Verbal feedback may be individual, group based or to the whole class.

Written feedback may be given where necessary and should be short and challenging (see codes below)

'Light Touch' marking will refer only to the learning objective either by a tick or a highlight.

Verbal feedback should:

- Encourage a specific dialogue about learning.
- Be clearly related to the learning objective and success criteria for the lesson
- Be meaningful for the individual child - relevant for the pupil's level of understanding and capabilities.
- Be used to inform the next steps at either individual or whole class level.
- Be positive and constructive - appropriate praise given and identification as to how the child can improve.
- Confirm that pupils are on the right track and encourage reflection on how to improve a piece of work.
- Act as 'scaffolding', i.e. pupils should be given as much help as they need to use their knowledge. They should not be given the complete solutions as soon as they get stuck and should learn to think things through for themselves.
- Help to find alternative solutions if simply repeating an explanation continues to lead to failure.

Working book expectations

- All work to be dated by the children- this is differentiated.
- LO to be at the top of the page with the appropriate statement ticked to show that the child has met that objective.
- All work to be initialed by the member of staff marking
- Work to be either I for independent or S for supported.
- Where an 'S' is used, a specific comment will be written to indicate how the child was supported.
- If a next step is given this MUST be acted upon immediately. Arrow to be used for the next step.
- Work should not be stuck in books prior to a lesson in case the child is absent/ due to AFL.
- Grammar and spelling is a non-negotiable in marking.
- Spelling- identify no more than 3 spellings that need correcting. These should be either high frequency words that they should be able to spell or using a phonic rule that they have been taught and should be applying. Where words are displayed within the environment, there is a high expectation that these are copied accurately. A wiggly line will be used under the entire word and the children need to correct these themselves. Children should then re-write the whole word above the incorrect spelling.
- Where grammar is not accurate, this sentence is bracketed () and where possible this should be corrected by the child after verbal feedback from the teacher. This will be corrected under the piece of work so that the correction is clear.
- Where children are completing guided writing, this is marked against the marking checklist KTC style.
- Pink pens to be used for marking, purple pens for polishing.

Marking Symbols

✓	This learning objective was met.
()	Used around a sentence where the grammar needs amending.
~~~	Identify a maximum of 3 words in a piece of writing that need their spellings correcting.
I	This work was completed independently
S	This work was supported- with comment
→	Responding to feedback