



Feedback for Learning policy April 2021

Introduction

This policy aims to give all members of the school community clear guidance with regard to the rationale, principles, strategies and expectations of effective feedback for learning at Glemsford Primary Academy.

Rationale

Glemsford Primary Academy is committed to providing relevant and timely feedback to pupils, both orally and in writing. Feedback for Learning aims to clarify and deepen the impact teachers have on moving learning forward. Feedback, at the right time, is integral in addressing misconceptions, challenging thinking, creating a dialogue and developing the learning. At Glemsford Primary Academy, we aim to:

- Provide consistency and continuity in feedback throughout the school so that children have a clear understanding of teacher expectations.
- Use the feedback system as a tool for formative ongoing assessment.
- Improve standards by encouraging children to give of their best and improve on their last piece of work.
- Develop children's self-esteem through praise and valuing their achievements.

Guidelines:

- A copy of 'appendix 1' should be displayed for reference in all classrooms / learning areas.
- Teachers are to mark and give feedback in PURPLE only.
- HLTAs / TAs are to mark and give feedback in BLUE only.
- Children are to self / peer assess / mark and respond to verbal feedback in RED only.
- Feedback: All maths, English and study lessons to have a 'whole class feedback' sheet completed. Books do not always need a written comment but should have ticks and dots to show understanding / misconceptions.

It is preferable that marks on learning are 'live' and made during the lesson.

Feedback:

- **All lesson feedback to be recorded on whole class feedback sheet. This will record the children that are secure +, require support, have common misconceptions and note what post teaching / intervention may be required. General feedback / praise to be given to the class at the end of / beginning of the lesson should also be recorded.**

- Whole class feedback sheets are to be filed so can be consulted alongside books
- Teachers are to 'live mark' whenever possible and, where necessary, provide feedback using 'N' to indicate **THE NEXT STEP IN LEARNING**

All work should be marked using the following code.

- **A purple tick** to be used to identify strengths and good learning.
- **A 'double tick'** indicates a significant strength.
- **Red ink is for CHILDREN only** and is used to respond to 'N' comments posed in purple/blue by the teacher/TA. These are to be questions to elicit responses from children to challenge / extend their understanding. Typically, children will have one 'N' per week in maths and one in English.
- **Misconceptions in learning will be commented on if appropriate.**

Peer and self-assessment (including a range assessment for learning techniques) can be used and should be supported by teachers' planning.

'RT' Reflect / response time can be added by children at the end of lessons in red pen.

All interventions should be recorded in main exercise books and feedback provided immediately by whoever is leading the session. This will provide evidence of reflective teaching and effective use of assessment for learning.

Spellings – age related expectations. High frequency words spelt incorrectly should be corrected. Words from taught spelling patterns should also be identified for correcting.

As a general rule, whoever leads the lesson is responsible for feedback.

All supply teachers / HLTA are expected to feedback on lessons they have taught, ideally during the session.

Andrew Scott

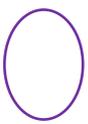
Deputy Headteacher

February 2020

Reviewed April 2021

Appendix 1

Marking and feedback key

Symbol	Meaning	Example / explanation
  	Full understanding Significant strength Clear misconceptions	
	Next step in learning	 Please add missing punctuation
RT	Response time (child only)	<i>RT Today I struggled with the learning.</i>
	Spelling	<i>A word that has been corrected or is to be corrected.</i>
v.f.	Verbal Feedback	
	An error in learning / correction focus	$\begin{array}{r} 52 \\ + 45 \\ \hline 68 \end{array}$

Appendix 2

class feedback: Maths / English

E +	Support	Common misconceptions	Post teaching / follow-up
al feedback			
ic praise			
it / missing			