Woodcroft Primary School Feedback Policy

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Person responsible for the policy in consultation with the staff and governors:
Headteacher

Reviewed: January 2025
Next Review Date: January 2027

Philosophy

We believe feedback to pupils is a vital part of the teaching, learning and assessment process. It is a positive action, giving every child guidance on how to improve, develop and grow in all curriculum areas. This can be done verbally or through written comments which allow pupils to respond and make improvements that enhance their knowledge or skills.

Guidance on feedback

- Teachers will provide feedback through verbal discussion with a pupil or written comments and next steps
- Feedback in lessons provides the greatest impact on pupil progress and where this is done teachers will indicate in the margin of a child's book.
- When providing written feedback we will use set codes and formats across the school (Appendix 1)
- Feedback will be given daily or when a piece of work is completed – this will be initialed by an adult and will include a next step where it is appropriate.
- Feedback will relate to the learning objective for that lesson or task, which has been shared with the children during the lesson.
- Feedback will celebrate individual children's achievement and successes through verbal encouragement and praise.
- Children can also receive Dojo's for showing the school values when completing their work.
- When required, children will self-assess or peer mark.
- Within lessons there will be opportunities for adults to provide feedback and re-direct activities

Guidance on written feedback

- Learning Objectives will be initialed by teachers once work has been completed by a pupil
- Teachers will indicate areas to improve with green pen
- Teachers will indicate where children have moved onto a greater depth challenge with a pink highlighter.
- Comments and next steps will be given so that the child can respond and improve using their Purple Polishing Pens.
- Comments will address misconceptions and provide next steps in learning.
- Comments will be related to the Learning Objectives for the sole purpose of moving children's learning to the next step.

Response to feedback

- All children will have an opportunity to respond to adults feedback either within the lesson or before the next lesson
- Where children respond in purple, the adult will then acknowledge this with a further comment or initial/stamp
- Children should be encouraged to respond and complete all next step feedback.

Children's books – the learning journey

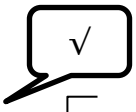
Childrens' books capture their success, achievement and progress. In every child's book there will be evidence of the following:

- All work acknowledged either through an initial/comment/next step or highlighted Learning Objective
- Every lesson will have a dated Learning Objective
- Yellow highlighters used to indicate where learning objectives have been completed
- Green highlighters or green pen indicate where improvements are needed
- Pink highlighters indicate where a child has been moved on to a greater depth challenge
- Comments will help develop learning and pupil progress
- Responses in purple pen from children
- Acknowledgement of children's responses by adults

Spelling corrections:

- Key stage 1 will begin to correct High Frequency Words as appropriate to the child
- Key stage 2 marked with a wiggle underneath and children encouraged to find the correct spelling.

Appendix 1: Marking codes:

G	=	Guided Work
I	=	Independent Work
CI	=	Child Initiated
GD	=	Greater Depth Challenge
	=	Teacher/Pupil Discussion Verbal feedback
	=	Next Step
//	=	New paragraph
Sp	=	spelling error *
#	=	Grammar error

***KS1 begin to correct high frequency words**
***KS2 pupils to have an opportunity to spell the word correctly. As appropriate, pupils find own spelling errors.**