



St. Andrew's Primary School

Feedback Policy

Rationale

At St Andrew's Primary School we believe that children learn most effectively when there are high expectations of the quality of the children's work and attitude. To support this, staff provide high quality feedback to all children in a timely manner using a variety of strategies.

The key purpose of feedback is to enable the children to make progress in their learning. It is essential that the children are given time to reflect and respond to all feedback that is given; teachers allocate time for this to take place when planning.

Principles

- It should be seen by children as a positive approach to improving their learning.
- It should be a collaborative process between an adult and a child.
- It should relate to the learning objective.
- It should inform future planning and target setting.
- It should advance children's learning accurately and consistently.

How feedback will take place

A range of feedback strategies are used which include verbal feedback, written feedback, peer assessment and self-assessment. Whenever possible, feedback will be given verbally at the point of learning to maximise impact.

Feedback reflects high expectations of each individual pupil, based on knowledge of that pupil and their individual targets.

Pupil misconceptions and repeated errors are identified and addressed in all areas of learning.

A tick will be used to indicate that the learning objective has been met.

When children need to respond, a reminder, prompt or scaffolding may be given if appropriate. Children's responses will be acknowledged with a double tick.

Pupils are given time to reflect and respond as appropriate.

Teachers follow the school handwriting policy when providing written feedback.

Not all spelling errors will be corrected. Up to 3 errors will be identified and these may be written under the work. The correct spelling will then be written out 3 times by the child.

Numbers or letters formed incorrectly will be corrected/modelled and practised where appropriate (up to a maximum of 3 in any piece of learning).

Any written feedback will be provided prior to the subsequent lesson and will be written in pink or green pen.

A range of rewards may be given e.g. house points, stickers, stamps, Headteacher awards.

1. Self-assessment/editing.

- Children are often encouraged to self-evaluate by identifying their own successes and areas for improvement.
- From Year 2, the children will use a purple pen to edit.

2. Peer assessment

- Children need to be trained to do this by modelling expectations with the whole class.
- Children should identify strengths first and then suggest a way to improve the piece of learning (referring to the learning objective)

Monitoring and Evaluation










Teachers, Subject Leaders and the Headteacher will monitor books and talk to children about their work.

The Literacy Governor will sample books and complete pupil conferencing.

Feedback, support and updates are then provided to staff.

Autumn 2024

Feedback Codes

	Learning supported by the teacher
	Learning supported by the teaching assistant
	House Point for the piece of learning
	Verbal feedback given. This symbol may be accompanied by brief details eg paragraphs or capital letters.
~~~~ or sp	Spelling error
 	Specific praise
 	Next steps
//	New paragraph
^	Missing word or words
	Punctuation missing or used incorrectly
• or x	Error