



# **Skegby Junior Academy**

## **Feedback Policy**

<b>REVIEW PROCESS</b>	
FIRST WRITTEN	July 2020
REVIEWED	July 2023
NEXT REVIEW	July 2024

At Skegby Junior Academy feedback is both written and verbal, it should form an integral part of the teaching and learning process. Feedback should only be given if the child is present/during the lesson. Feedback should be given in line with this policy for every subject area, in every exercise book.

**Aims of Feedback (both verbal and written)**

- To show pupils that their work is valued.
- To recognise success, presentation and effort.
- To address misconceptions.
- To provide on going assessment to inform future lesson planning
- To share expectations.
- To encourage pupils to reflect on their performance.
- To allow pupils to make amendments to work, in order to improve and extend skills.
- To raise attainment and achievement.
- To develop a dialogue between pupils and staff.

**Feedback is most effective when:**

- **Pupils find it easy to understand**  
Use appropriate language  
  
Present your comments clearly  
  
Be short and to the point
- **Pupils feel their efforts are valued**  
You praise the positive and frame pointers for improvement in a helpful way
- **Pupils know the next step in their learning**  
Comments refer to the learning objective or success criteria  
  
No more than one point for improvement
- **Pupils have quality time to read, reflect and respond to teachers comments**  
Make time for pupils to do this!  
  
Ensure the comment/target enables a response.
- **Pupils are involved in the marking process**

Where appropriate, self marking and peer marking are both powerful ways to engage pupils in evaluating their own work.

Pupils will be able to measure how well they have done and suggest points for development.

- **Comments are made and shared at the time they are working and before pupils carry out any further work.**

Marking has the most impact on learning when it is done alongside the pupil.

### **Feedback Expectations**

- Every piece of work will be acknowledged by the teacher or teaching assistant.
- Feedback should be given against SC and non-negotiables.
- Feedback will refer to the learning objective/success criteria for that lesson, presentation and/or the child's individual targets. It may be supported by comments about persistent errors, such as basic punctuation, presentation or spelling.
- Teachers'/Teaching Assistants' comments will be written in green.
- Success criteria grids will be completed by both pupils and staff.
- Marking codes to be used – See below.
- During live marking teachers will make positive comments and set a target at the end of a piece of work, where appropriate. The positive comment will be presented next to a tick. The target will be presented next to a "T" giving the pupil a clear point for improvement.
- Teachers will expect children to respond to verbal and written feedback, in purple pen and time will be provided for this.
- Teachers will indicate where support has been given by putting a G.
- Work completed by a teacher other than the class teacher, should be marked by that adult and indicated with PPA, Supply or the teacher's initials.
- Spelling errors will be identified by writing *sp* and corrected by writing the word three times. Adventurous vocabulary must be encouraged. Not all incorrect spellings will be underlined.
- Whole class feedback will be given using the class grid (see appendix for examples). Teachers to complete grid after the lesson and share with the class before giving time for children to edit and improve.

## **Marking Code**

✓ positive point

- incorrect/look again

© correction

sp spelling

? this is not making sense

— underline for upleveling, improving, change the word etc

// start a new paragraph

P presentation P✓ good presentation P•

T target

CL capital letters

. , ! ? " ' : ' ... punctuation, choose the one you want the child to work on

## **Published Writing**

- A child's published piece of writing will not be marked by the teacher or teaching assistant. Verbal feedback only will be given.

**Appendix**  
**Examples of Whole Class Feedback Grids**

Writing: Descriptive writing using similes, metaphors, range of sentence types (copy whatever the LO / SC was)		
<p>Misconception: Conjunctions not secure / a range not used</p> <p>-Pupil A,B,C,D</p>	<p>Misconception: Expanded noun phrases no applied</p> <p>-Pupil j,k,l,m,n</p>	<p>Presentation needs developing</p> <p>Pupil a,d</p>
<p>Misconception: Punctuation to mark clauses inconsistent / not applied appropriately : TA LED</p> <p>-Pupil e,f,g,h,j</p>	<p>Misconception: Need to use a range of sentence types for effects on the reader: TEACHER LED</p> <p>-Pupil o,p,q,r,s,t,u</p>	<p>Extend / Challenge:</p> <p>Pupil w,x,y,z</p>

Maths: Fractions – finding fractions of amounts (copy whatever the LO / SC was)		
<p>Misconception: Divided by numerator and multiplied by denominator</p> <p>-Pupil A,B,C,D</p>	<p>Misconception: Doesn't know table facts / not secure in division method: TA LED</p> <p>-Pupil j,k,l,m,n</p>	<p>Presentation needs developing</p> <p>Pupil a,d</p>
<p>Misconception: Not sure which numbers to use / where / how – needs physical process: TEACHER LED</p> <p>-Pupil e,f,g,h,j</p>	<p>Misconception:</p>	<p>Extend / Challenge:</p> <p>Pupil w,x,y,z</p>