

Ambergate Primary School

Feedback Policy

Our Feedback Policy focuses on giving feedback directly to pupils during the lesson, giving them a chance to respond quickly and giving staff the time to analyse common errors, misunderstandings and strengths to feed into the next part of learning.

The feedback process is integrated into teaching and learning and is immediate and impactful. Feedback is given while children are working so they are able to respond to it straight away and teachers identify next steps to address in the following lessons.

Staff will analyse the work produced for common errors, misunderstandings, and strengths. Teachers then use this analysis and understanding of next steps to feed into the following lesson.

What do we mark and how?

Staff mark all subjects in blue ink.

Symbols are used consistently throughout the school.

VF	–	Verbal feedback
S	–	Supported
TAS	–	Teaching Assistant Support
SP	–	Spelling
	--	Good example

In writing lessons, the Pathways to Write keys are used as a tool to support both the adults and children to mark against. These are stuck into the children's books and explained to them before they write.

Assessment for Learning

Assessment for learning is also known as AFL and it is an approach to teaching and learning designed to improve pupils' performance and create effective feedback. The main aim of AFL is to close the gap between the learners current learning. A wide range of AFL strategies are used in the classroom.

Peer and Self Evaluation

Peer and self-evaluation engages the children in assessing their progress and identifying next steps in their learning. During peer evaluation, the children will usually work in pairs to reflect on how well they have progressed towards the success criteria. These evaluation skills are taught progressively throughout the school and include respect for each other's work, making positive suggestions and giving encouragement whilst pointing out areas for improvement.

Self-evaluation aims to involve children in being able to identify their achievements and also reflect on how their work can be improved. Time is built into some lessons for reflection in a structured and supported way.

Self-Checking

In some lessons, self-checking is embedded into the lesson structure. Staff make answers to problems available to children and children check their own work. This introduces an ethos of addressing mistakes quickly, ensuring children don't waste entire lessons misunderstanding the topic as well as increasing confidence by seeing what they are getting right and encouraging them to move onto a greater level of challenge.

Rewards for children for their effort and work include:

Special Mention Assembly

Class Dojo Rewards

Proud cards

A visit to the head teacher or other teachers for commendation

Public praise in front of school, class parents or teachers.

Use of school reports to comment favourably on academic achievement.

Stickers and/or special box.