



# Tudor Grange Primary Academy Meon Vale

## Feedback Policy 2023

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## Executive Summary

*'The research that Paul Black and I reviewed suggests that the biggest improvements in student learning happen when teachers **use assessment minute-by-minute and day-by-day as part of regular teaching**, not as part of a process monitoring.*

*So, just to reinforce this point for me, **Assessment for Learning does not belong in the Ofsted box called Assessment, Recording and Reporting. It belongs in the box called Good Teaching.** It's about making sure that teachers have good evidence for the decisions they need to make'.*

- Dylan William

The purpose of this policy is to make explicit how teachers should organise and provide feedback for children to make improvements and progress in their learning in Tudor Grange Primary Academy Meon Vale. All members of staff are expected to be familiar with the policy and to apply it consistently.

## The Learning Journey

It is clear that when the pupils are able to evaluate their own learning accurately they become more confident learners and make better progress. It is the responsibility of the teacher to ensure that the learning journey is made very clear for all pupils, organisation of work and feedback are two key strategies for securing this.

## Learning Intentions (WALTs/ Learning Questions)

Learning intentions should be:

- Typed and stuck in, in EYFS and Key Stage 1 and written by pupils in Key Stage 2.
- Stuck or written at the left-hand side of page at the place where the work for the day is beginning, or printed on top left-hand side of any worksheets

For SEND pupils this may need adapting after consultation with the Primary SEND lead. Some SEND pupils may need to be provided with a printed learning intention.

The learning intention (WALT or Learning Question) for the lesson will be stuck into the pupils' books at the start of each day in a format similar to the examples outlined below:

WALT: find number bonds to 10	T TA I	✓✓✓
What are the human and physical features of Meon Vale?	T TA I	✓✓✓

The codes stand for:

- **T** – Teacher support
- **TA** – worked with the Teaching Assistant
- **I** – Independent work

### **Organisation of work**

#### **EYFS**

In Reception, children will each have a Learning Journey book which will include a collection of different documents collected by the Reception team that provide a picture of each child's development under the areas of learning identified in the EYFS.

In Nursery, the class will have a collective floor book to show all areas of learning. They will consist of photos, art-work, mark-making, and observations by practitioners including notes of relevant conversations or comments made by the child. It will include adult directed and child-initiated activities.

All areas of learning will be included on observations and work produced by the children.

#### **Prime Areas**

Communication and Language (CL)

Physical Development (PD)

Personal, Social and Emotional Development (PSED)

#### **Specific Areas**

Literacy (L)

Maths (M)

Understanding of the World (UW)

Expressive Art and Design (EAD)

#### **Observation Codes**

I – Independent learning with no support

S – Supported learning

AD – Adult directed activity

CI – Child initiated activity

P – observation with photo

#### **General**

Children will also be observed during their child-initiated learning, where adults will take photos and write comments on post-its, explaining the activity and the outcome. They will include children's voice to show exactly what the child is saying and any responses from peers or adults. Occasionally, child-initiated observations will include adult directed input to show how the children's learning was progressed and what the outcome was from the input.

Within these principles, our aim is to make use of the good practice approaches to ensure that children are provided with timely and purposeful feedback that furthers their learning, and that

teachers are able to gather feedback and assessments that enable to adjust their teaching both within and across a sequence of lessons.

## **KS1 and KS2**

All subjects: Pupils write on every page of their book, marking and feedback is completed alongside the work.

## **Marking and feedback**

Green and pink pens should be used at all times for marking work based on the following:

‘Green for great.’

‘Pink to think.’

**Annotations:** Green is used to mark any work which is correct and evidences secure learning. Pink is used to highlight errors and to challenge pupils’ thinking further. The following symbols should be used for annotations under the corresponding letter/s that indicating level of support:

✓ = pupil is working towards the LI

✓✓ = pupil has met the LI.

✓✓✓ = pupil is working beyond the LI.

**VF** – Teachers may choose to indicate where verbal feedback has been given for their own reference. Staff should not be recording the content of their conversations.

Errors may be indicated by a circle or underlined words / passages. For some pupils it will not be appropriate to annotate all errors; as a minimum, the teacher should annotate errors which must be addressed in the response time. When marking, incorrect answers may be indicated with a dot rather than a cross, to encourage pupils to look again.

Black should be used for scribing.

Green should be used for comments which capture any achievement beyond expectations, however comments for all pieces of work are not a requirement.

Pink should be used to outline what the teacher wants the pupil to do next before moving on to the next learning experience.

These should consist of one or more of the following:

- An open question, or specific closed question.
- A direct instruction
- Practise / spellings

Pupils are given time to respond to the marking in their books. This should be a well-structured, focused experience for the pupils. Responses should be checked by staff.

Marking and feedback may also comment on presentation, if appropriate, and be designed to ensure that pupils are maintaining high standards at all times. Poor presentation must be addressed.

### **Teaching assistants**

Teaching assistants will maintain the same routine as is outlined above but initial where they have marked. Comments written by the teaching assistants should be explicit and outline the intervention they shaped and the impact this had.

### **Standards for presentation:**

Pupils should be taught to cross out errors with one straight line when writing in pen in Key Stage 1 and Key Stage 2. Pupils should rub out errors they have identified themselves when using pencil.

All worksheets or templates should be trimmed and stuck in. Folded worksheets should be avoided where possible.

All handwriting should be neat, consistent and legible, following the agreed handwriting scheme.

When a consistent cursive style has been achieved, pupils should be awarded a pen licence and should use a handwriting pen unless their provision plan states otherwise. By year 6 all pupils are expected to use pens in all lessons with the exception of maths.

Pupils are encouraged to take pride in their presentation and treat books with care.