



GREENWAY PRIMARY & NURSERY SCHOOL

FEEDBACK POLICY

Date approved: 25 January 2024

Date of review: Spring 2025

Introduction

Greenway Primary and Nursery School ('the School') believes that effective feedback is at the heart of all teaching and learning. It is an on-going process for which the main purpose is helping pupils and teachers plan the next steps in learning. Feedback is used as a tool to guide teaching and learning, ensuring that the teaching is appropriate and that the learners make progress. Feedback should empower children to take ownership for improving their work.

Aims and objectives

The aims and objectives of feedback at our school are:

- to inform a child of his/her achievements
- to inform a child of his/her next steps to improve
- to have a clear overview of a child's attainment and progress
- to inform daily planning for teachers to address next steps and misconceptions
- to allow teachers to plan work that accurately reflects the needs of each child
- for the sole purpose of the child's learning journey and not for external verification.

Verbal Feedback

Verbal feedback to pupils is a very important part of the assessment process, as it tells them how well they have done and what they need to do next in order to improve their work. Verbal feedback is given to children on their work whenever possible.

The purpose of feedback is to inform children of their achievements and next steps to enable them to make progress. The 'next step' is usually the next lesson and learning is frequently revisited to consolidate their learning. Verbal feedback can be to the whole class, individually or in small groups, and can be given at any point during the lesson. Peer feedback is also used to support children's learning.

Throughout the School the following strategies are used to indicate feedback:

- Staff will always use a green pen when recording anything in a child's book
- A 'V' is used to indicate when, in a child's learning journey, they have received individual or small group verbal feedback. No written feedback comment needs to be used
- A 'WS' will be used to indicate when a child has had adult support for an amount of time to complete the learning. This may be followed with a phrase to comment on the specific support that they received. An 'I' can be used when a child has progressed to working independently
- Staff will acknowledge work with a tick
- Visual feedback (such as thumbs up) may be given
- Reasonable adjustments for individual children will be used
- Stars and House Points may be written in books and given verbally
- Staff aim to give verbal feedback to at least six children per lesson (therefore ensuring every child will receive feedback at least once a week)
- Stickers may be given

- Specific verbal feedback may be given to individual pupils, small groups or the whole class celebrating learning and explaining/modelling next steps
- In Maths, checking stations may be used for children to self-mark with a tick and a cross. Children will use a green pencil to mark their work.
- When redrafting, purple pens will be used for children to edit their writing.

Spellings

Spelling feedback differs for the age and stage of the child

The following strategies are used to provide effective feedback on children's spelling:

- When age and stage appropriate, staff will provide the correct spelling and indicate the incorrect spelling with a line underneath.
- Children are expected to practise writing the correct spelling three times.
- Staff may provide two spelling options for the child to choose the correct spelling from
- When the children are ready, staff will note an 'sp' on the line featuring the incorrect spelling, with the expectation that the children will self-correct in their writing and then practise the spelling as referred to above.
- For some children an 'sp' will be noted at the end of the piece of work and the child will need to independently check the spellings.
- For some children, there will be specific/personalised adjustments to support their spelling.