

**Fairisle Junior School**  
**Feedback Policy – 2018-19**

Rationale

At Fairisle Junior School we believe that feedback should be purposeful and impact directly on children's progress.

Feedback can include conferencing, peer, verbal, written, group, whole class etc. It should be a two-way process between the child and the teacher. It should meet the individual needs of every child, including those with Special Educational Needs and Disabilities.

This policy is not to be read in isolation, but in conjunction with all other school policies. This policy should be used for all curriculum subjects.

Feedback is an essential part of planning, assessment, teaching and learning. Responding to pupils' work through constructive discussion acknowledges achievement, promotes positive attitudes and behaviour and leads to an improvement in standards.

All members of staff must follow this policy consistently in order to give clear messages to pupils, parents and other teachers about individual progress.

*Misconceptions – evidence of this being addressed, errors or changed or sentence written to clarify their understanding.*

*Misconceptions in responses are addressed, but teachers do not necessarily provide written feedback again.*

*During book scrutiny, any questions are discussed with the teacher and regular staff meetings where book looks involve teachers.*

*Teachers use blue pen when they provide written feedback to children. Green highlighter is used to highlight successes within a piece of work 'Green has been seen'. Pink pen is used to highlight where pupils have had conversations around developing ideas and content 'Pink to think'. Pink is also used to highlight next steps in learning. Pupils use their green editing pen to self-improve and also when responding to their own or others' work.*

Codes to be Used in Children's Books

*S – Supported (discussed and generated ideas together)*

*G – Guided session (small group or class)*

*VF – One to one discussion*

*NN – Non-negotiables*

*CL – Capital letter*

*^ - Omission*

// - New paragraph

### Professional Judgment

Feedback must be for the direct benefit and improvement of the children's work. Discussion and response is therefore undertaken by the adult to inform the child of the progress they are making and targets they need to work towards. It is recognised that there are times when a piece of work does not receive written feedback, however, all children have an entitlement to receive feedback from their teacher and progress must be evident.

### Presentation

The high expectations we all share of presentation in our children's books enables everyone to be aware of the standards expected of them. All work must be dated with use of the long date for all subjects apart from mathematics, where the short date is used. Children largely use narrow ruled lines for written work and 1cm squares in Years 3 and 4 and 0.7cm squares in Years 5 and 6 for numeric work. This is up to the discretion of the individual teacher based on the child's stage of development and standard of handwriting.

**Learning Journals** – Check for standards, misconceptions of learning addressed, learning objective highlighted if achieved.

**SMSC** – Check for standards, misconceptions of learning addressed, learning objective highlighted if achieved.

**Sketchbooks** – Verbal feedback given within the lesson.

### **Maths:**

- Check for standards;
- Pink highlighter shows misconceptions or provides further challenge if needed;
- Green highlighting marks shows progress and, where appropriate, a green comment is used to celebrate specific success.

### **Reading:**

- Check for standards;
- Pink highlighter shows misconceptions or provides further challenge if needed;
- Green highlighting marks shows progress and, where appropriate, a green comment is used to celebrate specific success.

### **Writing**

#### *Grammar:*

- If all correct, highlight learning objective;
- Pink comment if needed to address misconception;

- Group marking (GM).

*Extended Writing:*

- Check for standards (presentation, capital letters, spellings);
- Pink highlighter shows misconceptions of writing focus or provides further challenge for the next day/piece of writing;
- When writing does not make sense, evidence of verbal feedback or comment to address this is evident;
- Green highlighting marks shows application of writing focus and, where appropriate, a green comment is used to celebrate this success;
- Spellings to be addressed through the editing process (writing partners, word banks etc.) or general comment for children to find spelling errors related to spelling objectives.

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