

# STRATFORD UPON AVON PRIMARY SCHOOL



## Feedback Policy

<b>Date adopted by Governors:</b>	<b>September 2024</b>
<b>Date for policy review:</b>	<b>September 2026</b>
<b>Person responsible for review:</b>	<b>Head Teacher</b>
<b>Signed by Chair of Governors</b>	<b>September 2024</b>

At Stratford upon Avon Primary School all teachers and teaching assistants will provide consistent feedback to all children regardless of their ability or need so that they are able to make progress in all areas of learning. All staff will consistently follow our feedback guidance.

## **LIVE MARKING**

In all lessons staff will provide live feedback at the point of teaching.

- **Green** pen will be used to tick when children are applying specific skills independently and showing good examples of these.
- Age- appropriate (or specific to child's needs) spellings, grammar and punctuation errors will be identified, according to the lesson taught, in **red pen** (dot/underline).
- Verbal feedback forms part of the live marking process.

## **FEEDBACK**

It can be impossible to give feedback to all children in one lesson or live mark all books. Learning that has not been given support during the lesson will be acknowledged by the class teacher away from point of teaching.

- Away from the point of teaching, when checking work, it may be more effective for the teacher to explain things verbally the next day rather than writing a comment. **VF** should be used in red pen to indicate that the teacher wants to talk to the child.
- The teacher/teaching assistant will put a **green tick** next to the learning objective to show if it has been met. If it has not been ticked then it has not been met. Staff should address this through planning or further support for the child.
- Positive examples of work, demonstrating the skills taught being applied (e.g. effective choice of vocabulary, use of specific sentence openers, use of key mathematical vocabulary in a reasoning questions) will be **highlighted in green** and effort praised using dojos.

- Staff may want to write a comment at the end of the work to acknowledge skills or knowledge has been met e.g. Well done for using joined handwriting or great reasoning skills or you have explained your argument well.
- In EYFS all incorrect letter formation or number formation must be corrected with the child. Any feedback is given with the child present.
- In Key Stage 2 children will peer assess using success criteria. This criteria may also be acknowledged by the teacher.
- For editing and proof-reading, the following feedback codes, in **red pen**, will be written in the margin to direct children to any age-appropriate errors and encourage them to improve their work. Teachers will model this process. This will be adapted according to needs.

SP = spelling

P = Punctuation

G = Grammar

N = Number

Red dot = check for errors

Pink highlighting can be used to identify words, sentences and phrases to be improved. Children will make corrections and edits in purple pen.

- Initially, teachers will identify the error for the child by **underlining it with red pen**. However, as the year progresses, teachers will remove the identification line, encouraging independent use of the codes.
- From Years 1 – 6 all staff will identify spellings from previous year groups which are persistently being spelt incorrectly. These will be added to the spelling bookmarks in the child's book and monitored to ensure they are using them effectively.
- Teaching staff will direct children to use resources for proof-reading e.g. Grow the Code, spelling mats, dictionaries, spelling bookmarks etc.