



WORKSOP PRIORY ACADEMY

FEEDBACK POLICY

At Priory Academy, feedback is used as the means to secure progress. Through feedback, recognition can be given for achievement, effort and next step targets. Verbal and written feedback can be an effective and impactful form of communication between teacher and pupil and personalise our practice in relation to the age and ability of the children whose work we appraise.

As a professional teaching and learning team, staff at Worksop Priory Academy have developed a feedback system linked to high expectations and quality outcomes in a range of ways. In particular, we believe it is important that children know how their work will be appraised and what the teacher will be looking for. We do this in a number of ways:

- Strategies used include success criteria and 100% examples of pieces of work to show the children the expectations under which their work will be assessed.
- Each lesson is supported by the sharing of a learning intention, which is reviewed either during or after the lesson. Children are often involved in that process.

We believe this process allows the children to understand the teacher's high expectations, addresses misconceptions, raises standards across school and aids consistency and continuity.

In KS1 and KS2 we carry out distance marking to inform future planning and interventions where appropriate.

Marking in Early Years

The staff team fully recognises that in the Early Years, feedback will be predominantly verbal in nature. Teachers may, at their discretion, mark independent work with the letter 'I' to show where children have worked without adult support. Occasionally, the initials V.F. (verbal feedback) may appear on pieces of work when the teacher has decided this will have a useful purpose.

Marking in KS1

Where correct answers have been given, a tick is used next to each example. If it is incorrect, a dot is placed beside the example.

In Years 1 and 2 the initials V.F. (verbal feedback) may appear on pieces of work when the teacher has decided that this will have a useful purpose. In addition to this, teachers sometimes use a thought bubble to set longer term targets and reminders, irrespective of the subject being taught.

Key Stage 2 English and Maths

In KS2, children regularly self and peer mark their work in Maths and English. Marking grids are utilized in English at varying points of the writing process. The grids are then used again by the teacher to mark the final piece of work and these are stuck into the children's books. All extended writing activities are increasingly supported by a marking grid.

Across subjects, at their discretion, staff sometimes feed back with stickers, brief comments or marking codes and may respond in writing to self-assessment.

As in KS1, thought bubbles may be used to pick up on personal English and Maths targets. This can be in any subject in order to reinforce writing skills; especially handwriting and spelling.

Other Curriculum areas

Across the curriculum, work is reviewed by the teacher and pupil during the lesson, at the completion of an individual piece of work, or at the end of a key objective or unit of work.

Homework

The nature of spelling homework ensures that feedback can be both verbal and/or written (ticks), whilst reading journals are checked visually each week by the Class Teacher or Teaching Assistant.

Contributions of work for the '100 List' portfolio are seen by the '100 List Co-ordinator' or class teacher on request, where feedback or advice is verbal. Once completed, each activity is stamped with a star in the Learning Passport.

Overall, at Priory Academy, we believe that marking should not be a burden for the class teacher, but a valuable tool for assessment and moving children's learning forward.

Reviewed: Summer 2019

Next review: Summer 2021