

'I can do all things through God, who gives me strength'

Philippians 4:13

Newton Solney C of E (VA) Infant School

Feedback Policy

Introduction

'Newton Solney C of E (VA) Infant School is a friendly, caring and happy family, where children learn in a creative environment to reach their full potential within the love of Jesus.'

Our school vision is evident in our Feedback Policy and throughout everyday life at Newton Solney School. With the love of God, children are nurtured and supported to achieve their full potential to fly high, from their own individual starting points.

Feedback is an integral part of our assessment process in which we celebrate achievement whilst striving to promote and encourage improvement in teaching and learning.

The purpose of feedback

It is important for teachers, parents and pupils to understand our purposes for marking which are to:

- inform pupils when they have done well and to celebrate and reward as appropriate their successes.
- check on progress by tracking pupils' work for evidence of improvement.
- raise attainment in school.
- inform future teaching and learning.
- Regular feedback keeps the teachers in tune with the individual needs and abilities within the class and helps to raise standards.
- provide information to parents and the wider community including other agencies.

How we mark

Consistency throughout the school in our approach ensures that marking is effective and useful.

- As an infant school **verbal** feedback is very important and valuable. Staff offer verbal support to help the children improve their work or future work. The staff's body language and facial expression are important when providing any verbal feedback.
- Differentiated stickers are used for most pieces of written work. The appropriate symbols which relate to the lesson objectives and non-negotiables are displayed on the stickers (Appendix A). A green tick is used by the staff to tick all objectives met. A dotted tick may be used to show objectives nearly met or met with support.
- Next steps may be given at the top of the next piece of work, where appropriate.
- Written comments are not required unless this helps the teacher.
- Pupils are encouraged to develop skills to evaluate their own work, e.g. to use a pencil to tick their sticker themselves (Year 1 and 2).
- In maths, work may be marked with a tick, or with a full stop and box. □ for another attempt, not to rub out original answer. E.g. $4+3=8$. □ . Maths feedback stickers enable the children to self-evaluate sessions through visual emotion faces (happy/straight/sad faces). These stickers make it

very clear how much support was given to the child, what apparatus was used and if verbal feedback was received (Appendix B).

- Reward stickers are given, at staffs' discretion, to encourage pupils.
- Volunteers are given guidelines if deemed appropriate.
- Weekly and half-termly awards assemblies recognise effort and achievement and celebrate success.

Marking code

- I Work completed independently by the child
- A-T Work was completed with support from the teacher (Aided- Teacher)
- A-TA Work was completed with support from the teaching assistant (Aided- Teaching assistant)
- V Verbal feedback given

When we give feedback

Depending on circumstances feedback takes place more effectively:

- when work is in progress or alongside the pupil
- immediately after a piece of work is completed

Who gives feedback

Everyone in the classroom is involved in teaching and learning and therefore is involved in feedback:

- the teacher
- teaching assistants
- the pupils
- voluntary classroom helpers do not write comments in children's work books but would feed back to the teacher verbally.

Who it is for

Feedback is for the benefit of:

- individual children to celebrate success and to give constructive feedback
- parents
- teachers to inform future planning
- other outside agencies e.g. educational psychologist

Monitoring

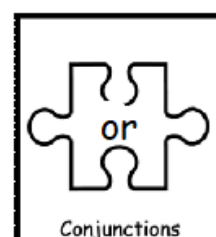
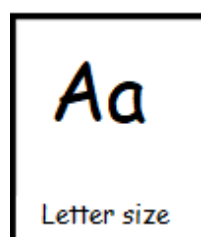
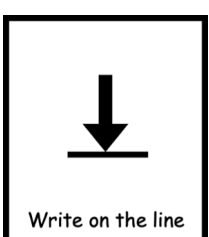
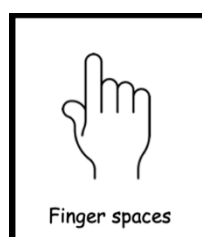
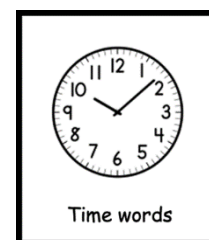
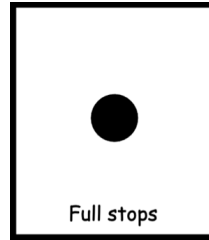
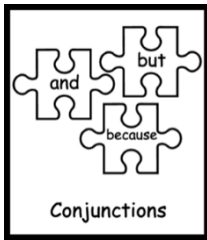
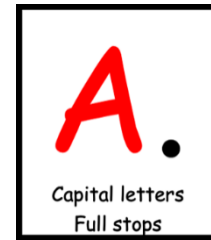
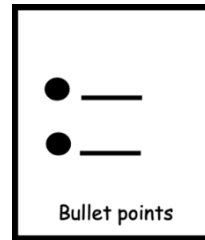
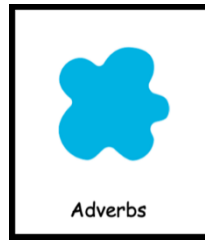
Feedback will be monitored by the curriculum leads when completing a work book scrutiny for their specific subjects. The Headteacher will also monitor feedback through informal observations around school.

Equality and Special Educational Needs and Disability

The Feedback Policy adheres to our school Equality Information and Objectives Policy and Special Educational Needs and Disability Policy. It is the responsibility of all staff to ensure that all children are treated equally, regardless of race, gender, gender reassignment, disability, age, religion or belief, socio-economic backgrounds and sexual orientation. We are an inclusive school and we respect the children's individual needs and adjust our feedback accordingly.

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Signed by Chair of Governors	<i>Jaide Meyrick</i>	Signed Headteacher: By	<i>Davinia Gamble</i>

Appendix A





Capital letters

person, place
or thing

noun




Clause

I ^olive
sckool.

Edit work


Sam's

Possessive
apostrophes



Conjunctions

Appendix B

Date	I	A-T	A-TA
<div>  </div>	Support used		
	