

Rosley CE School



Feedback Policy

We are kind and compassionate to one another and learn to forgive each other as God forgives us. We trust those around us to work together, aiming high in all we do.

SIGNED: Joanne Tinniswood
(Head teacher)

A handwritten signature in black ink, appearing to read 'Joanne Tinniswood', written over a light grey rectangular background.

SIGNED: Rebecca Bird
(Chair of Governors / Chair of committee)

A handwritten signature in black ink, appearing to read 'Rebecca Bird', written over a light grey rectangular background.

DATE: July 2023

TO BE REVIEWED BY: July 2024

Introduction

At Rosley CE School, we believe that effective feedback encourages pupils to take responsibility for their own learning and progression, whether it is by checking, correcting, editing or re-drafting. We believe developing high quality dialogue is important and we ensure that verbal feedback meets the needs of individuals, groups and the whole class.

Rosley CE School Feedback Sheet

Following each lesson, a Feedback Sheet (see Appendix 1) must be completed by the teacher. This will then be used as a prompt to direct feedback in the next lesson. The teacher will deliver whole class verbal feedback at the start of the lesson for a maximum of 10 minutes. Alternatively, the teacher may give feedback to individuals or groups of children during the lesson at an appropriate time.

Pupils' work

Before the subject's next lesson, all written work must have a green tick beside the aim to show the pupils that their work has been read by the teacher. For written work, the teacher should use the following symbols in the margin:

Sp	To indicate a spelling mistake on the line. The spelling mistake may also be underlined.
P	To indicate a capital letter or punctuation error. The mistake may also be underlined.
G	To indicate a grammatical error, such as wrong tense. The mistake may also be underlined with a 'wiggly' line.

A help sheet with the above table will be placed into the front of books.

The Learning Question

A Learning Question must be written at the start of written work (the exception being when a piece of work may have to continue into the subject's next lesson – for example: a draft of writing).

At the end of each lesson, pupils in KS2 must place their books into the tray or pile to indicate their assessment: *I have achieved the aim* or *I haven't achieved the aim...yet*. Pupils in years 5 and 6 must highlight the Learning Question as a self or peer assessment: yellow for *I have achieved the aim*; orange for *I haven't achieved the aim...yet*.

Self and Peer Assessment

Regular opportunities for the pupils to self and peer assess against given checklist criteria should be apparent in books. Pupils in Class 1 will use a pencil for this and pupils in Classes 2 and 3 will use a green pen.

Supply teachers

When a supply teacher has taught a lesson, **ST** must be written beside the lesson's aim in the pupils' books.

Homework and Reading Journals

More detailed feedback or comments may be written on homework or in reading journals as a means of communication with parents.

Beyond the above, there is no further requirement to provide evidence of feedback, or for pupils to laboriously respond to feedback. The pupils will respond by making fewer errors and making progress in the subject(s) in question. Though not required, additional written feedback in books may be provided as the teacher – the trusted expert – sees fit.



Whole Class Feedback Sheet

Date:

Lesson:

Work to praise and share	Need further support
Presentation	Basic skills errors
Misconceptions and next lesson notes	
	Focus children: