



The Grosvenor Park  
C of E Academy

**A voice for every child.**

*'No barriers – No boundaries – No limits'*

At Grosvenor Park Academy our vision, built on Christian values, is to be a dynamic community that enables our children to flourish. We will encourage, challenge and inspire our children to exceed their own expectations. Our community will demonstrate love, care and respect to all, regardless of their religious and ethnic background.

## **Feedback Policy**

## Principles of feedback

Feedback is an integral part of the learning process. It provides information to the pupil of their performance in relation to the learning objective. Feedback will inform planning, be diagnostic and enhance children's learning by ultimately offering guidance on how work can be improved. In order to develop the resilience of learners the feedback provided is a balance of positive comments and clear next steps. Oral and written feedback are both important elements of effective feedback. Our system of feedback is designed to be consistent across each year group within our school and is designed to improve the learning of our pupils.

## Aims of feedback

- To provide a specific, meaningful, motivational and timely response to the pupil.
- Quality feedback will be given to pupils as an individual, group or class so that they have a clear understanding of where they are in their learning and how they can move forwards.
- Allow pupils to articulate their learning to staff, their peers and parents.
- Maintain effective communication between teachers and teaching assistants to ensure the assessment of pupils is accurate, up to date and informs future learning.
- Use data and teacher assessment analytically to inform next steps in learning and the strategic development of the school at all levels.

## Teachers will

- Provide clear learning objectives for each lesson, alongside learning prompts to support, assist and promote progress, taking into account prior learning. (see Appendix A).
- Plan for sufficient reflection time at the end of the lesson/period of learning, whereby the pupils can consider and share their learning against the objective.
- Liaise with teaching assistants to inform their assessments.
- Make a judgement on the pupil's work.
- Evidence within a piece of work may be identified to show specific examples of where the objective has been achieved.
- Evidence within a piece of work may be identified to show specific examples of where there are misconceptions or errors.
- Highlight spelling errors for the child to practice and correct (maximum of three for each piece of work). In English the focus will be on phonics/high frequency words and or spelling objectives. In other subjects the focus will be on subject related vocabulary.
- Allow pupils time to edit their work using **purple polishing pens**.
- Use their assessment to inform future learning opportunities; this might be moving learning forwards or plugging gaps in learning.
- Provide a range of quality feedback including verbal and written; as an individual, group or class so that they have a clear understanding of where they are in their learning and how they can move forwards.

## Teaching Assistants will

- Liaise with teachers to inform their assessments.
- Support children in responding to feedback.
- Direct learners to use the available learning prompts
- Support learners through modelling expectations.

## Pupils will

- Use verbal and written feedback to move their learning forwards.
- Make reference to available learning prompts in books and in the classroom to support their learning.
- Know what their targets are.

- Pupils will have the opportunity to respond to feedback in order to improve their work or further learning. They will use a **purple pen** to add any comments, make any adjustments or practise skills. Spelling corrections will be written out three times.

### Types of feedback

A range of strategies are to be used to promote progress. These need to be evident when reviewing units of work. All feedback to be recorded by teacher in **green pen**. Any corrections by the learner are in **purple**.

- **Acknowledgement marking** – pupils like recognition for the work they have done. Acknowledgement marking consists of a tick or a simple comment acknowledging learning completed or achieving a target.
- **In depth marking** – marking by the teacher that highlights success and directs learners to next steps. May also question to deeper understanding and clarify reasoning.
- **Margin marking** – to support editing by identifying errors in spelling, punctuation and grammar (sp, p, g).
- **Self- assessment** - where appropriate, children should be given opportunities to check and improve their work during the lesson using **a purple polishing pen**. They should be able to demonstrate what they have done well and what they need to do next. This should be linked to the learning objective, any success criteria and/or the children’s individual targets.
- **Editing to improve** – learners have the opportunity to improve their work. For example, by correcting spellings, amending vocabulary and punctuation errors. Learners use **a purple polishing pen** when editing to improve.
- **Verbal feedback** – direct feedback during the lesson is vital element of providing feedback and is seen to enable learners to make progress. Pupil voice and lesson observations will be used to determine the impact of verbal feedback.
- **Addressing misconceptions and errors** – learners have the opportunity to correct errors e.g *correcting punctuation and spellings* and address misconceptions e.g *always adding a 0 when multiplying by 10*.

Marking Codes	
Verbal feedback	VF
Class feedback	CF
Peer feedback	PF
Supported work	SW
Spelling error	<b>sp</b>
Punctuation error	<b>p</b>
Grammar error	<b>g</b>

### Monitoring - What we expect to see when reviewing books?

There is no expectation for daily in-depth marking, it is up to the professional judgement of the class teacher. Book sampling can be used to determine next steps for the class. However, over the course of a unit of work or during a half term there should be evidence of a balance of the different types of feedback.

- Acknowledgement marking.
- Evidence of in-depth marking that enables learners to celebrate success and show awareness of next steps.
- Learning prompts that support, assist and promote progress and take into account prior learning.
- Opportunities for self-assessment following verbal feedback
- Correction of common misconceptions e.g letter and number formation, incorrect spellings, punctuation errors
- Recognition of achieving a target

## Appendix A – Examples of Learning Objectives and Learning Prompts.

The following features need to be evident in books:

- Date, either handwritten or printed and stuck (short date in maths).
- A learning objective, either handwritten or printed and stuck in.
- Learning prompts (visuals, word lists, sentence openers, feedback from prior learning etc)

### Key Stage 2 example of learning prompts

Complete the table and use it to help you.



Present	Past
go	
find	
	sat
	broke
walk	

### Key Stage 1

As above, but with the addition of tick box symbols / words for basic presentation features.

Adjectives to help your description	



A B C <input type="checkbox"/>	● <input type="checkbox"/>	LF <input type="checkbox"/>	 <input type="checkbox"/>	SP <input type="checkbox"/>	 <input type="checkbox"/>
Capital Letters	Full stops	Letter formation	Finger Spaces	Spellings	Check work

Policy to be reviewed - Sept 2020