



Feedback Policy

DATE OF POLICY: Spring 2018

Review: Autumn 2020

Introduction

The STEP Academy Trust Board of Trustees has agreed this Policy and as such, it applies to all Academies within the Trust.

Feedback to pupils in STEP Academies is driven by the STEP Way and the intent to ensure consistent excellence in instruction and outcomes.

Feedback within STEP Academies is driven by the needs of the pupils within individual Academies and the context of those Academies and is, therefore, discrete, singular and distinct. Nonetheless, any approach is expected to ensure that the STEP Standards are achieved and that academicians are on track to attain these standards by the end of KS2.

Feedback to pupils is thus expected to be manageable, relevant, appropriate and likely to result in improvement and progress. Where possible, oral feedback at the point of learning is privileged over written feedback that takes place at a distance from learning.

High Cliff Academy's feedback policy

KS1 Writing Marking Policy

All teachers will mark in a green pen.

Children will respond to marking using a red pencil.

Teachers will highlight the learning objective in green if the child has achieved it.

Teachers will use a green highlighter to show where children have used capital letters, full stops and phonic sounds.

Teachers will use a yellow highlighter to show where they have responded to the teachers marking. This might be during editing or where they have achieved their next steps.

Small group and one to one conferencing – when needed, meet the pupil or groups of pupils and spend time giving more detailed feedback. Record this with VF – Verbal feedback.

Next steps:

Teachers will record the next steps in the pupil's book once a week. The next steps will remain the same until the pupil is secure. Once the next steps have been achieved, teachers will record 'target achieved' in pupils' books with stars either side. There must be more than one piece of evidence.

Marking codes

Marking codes will be used daily:

WH	With help
TA	TA support
I	Independent
PW	Partner work
Sp	Spelling error
VF	Verbal feedback given
P	Punctuation (year 1 where it should be/year 2 in the margin)
H	Handwriting
SE	Sentence (picture of glasses in year 1)
FS	Finger spaces (Picture of finger in year 1)
NS	Next steps (picture of steps)

KS1 Maths Marking Policy

Mark in green pen.

Highlight learning objective in green.

Tick each correct answer.

Circle any backwards numbers – children to correct using a red pencil.

Dot any incorrect answers – children to correct using a red pencil.

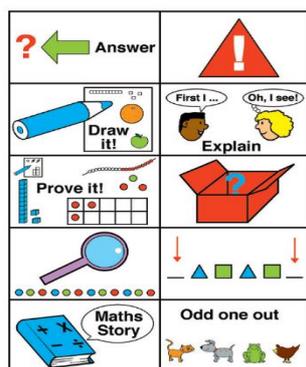
Live marking - mark and give feedback during the lesson wherever possible.

Whole class feedback – where common misconceptions arise, address them with the whole class during maths meetings and adapt future lessons where needed.

Small group and one to one conferencing – when needed, meet the pupil or groups of pupils and spend time giving more detailed feedback. Record this with VF – Verbal feedback.

Talk task recorded once a week. Include a photo of the child completing the task and any star words used. Highlight these in red.

Use the next steps for depth cards to challenge the faster graspers:



Use marking codes to highlight the support the pupil had during the lesson (these may differ from question to question).

WH	With help
TA	TA support
I	Independent
PW	Partner work

FEEDBACK IN RECEPTION

Literacy:

- Adult directed literacy work will happen at least twice a week.
- Verbal feedback will be given to every pupil immediately. If suitable pupils are required to practice skills, edit or check work. This might be practising letter formation, a high frequency word or looking at omitted sounds in a word: this will be recorded underneath the written task and happen at the focus group table.
- Every child is required to read their work back to the teacher before leaving the table. Annotations may be made to the child's writing if not phonically decodable. This annotation is for record keeping and should not be brought to the attention of the pupil.
- Success criteria will be highlighted if the teacher feels the child has met this objective. If support was required to achieve then this will be marked with supported or S next to the criteria or text the pupil was supported with.
- Next steps may also be recorded in the child's book if specific and appropriate. Teacher to check for next steps in book and reinforce these with the pupil before they start their work.
- Independent challenge writing will be annotated by the teacher as the pupil reads their writing to them. Independent challenge work should not be marked and the pupil does not need to edit this work. This work will be used for assessment by the teacher to assess and inform planning of adult led literacy lessons.

Mathematics:

- Mathematics is delivered in a focus group model for the first half of the year.
- Misconceptions are addressed immediately, if a pupil requires extra scaffolding or practice to master a concept then this will also happen at the table before the pupil leaves. Learning will only move on when the teacher has assessed the class to have a good understanding.
- Independent maths challenges are used for teacher assessment and feed into math's meetings and subsequent lessons.
- From spring term two mathematics mastery lessons may be conducted following the six-part lesson where the children work as a class at tables on a recorded work sheet where appropriate. This is to introduce children to independent work and the six-part lesson to support their transition to formal education. In these lessons work will be marked and children requiring more support in this learning will repeat the learning in intervention focus groups.

Learning journey/ challenge books:

This work does not need to be marked but literacy tasks should be annotated.

Pen pals handwriting and phonic folders:

Handwriting sheets should be monitored as pupils are at the table, modelling if needed. No formal marking but used to form teacher assessments and feed into lesson focus as required.