



Ranvilles Junior School Policy for Feedback to Pupils

1. ACCESSIBILITY

This policy is available in large print or Braille.
Please contact the school office who will be happy
to arrange this for you.

2. PURPOSE OF POLICY

The purpose of this policy is to explain the feedback principles and process to support pupils
development and work.

3. APPROVAL

Approval date: 19 October 2022

Approver signature: Amanda Stevens

Approver position: Chair of Governors

Date for next review: October 2024



4. INTRODUCTION

The purpose of this policy is to ensure children maximise the progress they are capable of through careful assessment and feedback in learning outcomes. Feedback facilitates a specific audience in children, valuing and rewarding their work to set, maintain and monitor high expectations for all.

5. REFERENCES

None.

6. PRINCIPLES

Effective assessment for learning feedback for pupils will be given in relation to three teaching and learning developmental phases. Feedback will be given verbally, at the point of teaching and learning; to the whole class; to groups and to the individual. Not every piece of work will have a written comment. Pupils' work will be evaluated to evidence good progress in learning outcomes over sequenced lessons.

Order	Phase 1	Phase 2	Phase 3
RJS Practice	Practise, Prove, Perfect (repetition to master skill)	Application (<i>Independent – what children can do on their own – moving from direction to ownership</i>)	Publish or Present (<i>outcome</i>)
Teacher Feedback Purpose	<ul style="list-style-type: none"> - Assessment for Learning - Identify misconceptions - Know where next - Inform subsequent guided work - Live feedback (verbal) - Provide extension 	<ul style="list-style-type: none"> - Key point for feedback - Identify strengths and areas for improvement in what they can do on their own - Precision teaching planned to give feedback 	<ul style="list-style-type: none"> - Promote celebration - Instil a sense of pride and accomplishment - Appreciate learning stages and outcomes
Teacher Resources to support feedback	<ul style="list-style-type: none"> - Whole class feedback template - Verbal feedback - Code 	<ul style="list-style-type: none"> - Whole class feedback template - Verbal feedback - Code 	<ul style="list-style-type: none"> - Display work - Share at Open Mornings - Share with peers / classes
Child Response to Feedback	Complete – ‘Every Piece Every Time’ – a proofreading exercise (<i>commitment to expectations</i>) EPIC (learning values) Feedback in response to whole class / individual feedback 1. Explore (<i>take time to think</i>) 2. Evaluation (<i>self-reflection / analysis</i>) 3. Perseverance – (<i>relentlessly challenging themselves</i>) 4. Independent - (<i>reciprocal responsibility</i>) 5. Cooperation & Collaboration (<i>peer</i>) 6. Challenge (<i>targets</i>) 7. Creative thinking (<i>presentation – have I represented my learning effectively?</i>)		



Teachers will:

- Assess and evaluate pupil achievement and understanding against specific learning objectives and skills using the school procedures and marking code (appendix 1) (as appropriate)
- Provide whole class feedback identifying strengths and areas for development (as appropriate)
- Provide group feedback (as appropriate)
- Provide individual feedback (as appropriate)
- Give verbal feedback (as appropriate)
- Set clear individual targets to challenge and motivate
- Offer questions and suggestions to guide children's development
- Celebrate, reinforce and reward both good progress and high achievement
- Encourage children to proofread and peer mark through, 'Every Piece, Every Time'
- Facilitate time for children to read and respond to teacher comments

Children will:

- Read teacher and peer comments in designated time to improve
- Commit to trying their best and responding to comments positively
- Proofread and evaluate against age-related expectations prior to submitting work

Subject Managers and Leaders will:

- Monitor the consistency of quality
- Evaluate impact and monitor the impact of feedback and marking on learning
- Monitor the quantity and quality of work

Senior Leaders will:

- Monitor the effect of policy and principle on pupil progress

7. APPENDICES

Appendix 1: Marking Code

Appendix 1:



Feedback Marking Code

Tick	<ul style="list-style-type: none">• Correct answer or• Achieved learning objective or• Achieved target
Teacher Initial	A cover teacher has taught me today
HP	<ul style="list-style-type: none">• HP for effort or• HP for quality of my work
C	<ul style="list-style-type: none">• I must correct learning my teacher has highlighted
SP	<ul style="list-style-type: none">• I must use a dictionary to correct a spelling highlighted
P	<ul style="list-style-type: none">• I must amend punctuation so it is correct
G	<ul style="list-style-type: none">• I must check and correct my grammar• I must ask for help if I do not understand
PM	<ul style="list-style-type: none">• My work has been Peer Marked
GOLD STAR	<ul style="list-style-type: none">• I have achieved an EPIC learning skill• I have evaluated effectively (E)• I have explored with creativity / precision (E)• I have persevered (P)• I have worked well independently (I)• I have been collaborative (C)• I have been creative (C)• I have challenged myself (C)
Red Amber Green	<ul style="list-style-type: none">• My handwriting has been assessed and I must focus on the quality of my presentation