Feedback Policy

Feedback is an integral part of teaching which happens all the time. It can be verbal or written, although effective feedback is immediate and helps move learning forward by addressing misconceptions or providing next steps.

At Reedings, we have high expectations of children's presentation and recording and we will always look at every piece of children's recording.

Written Feedback Guidance

Teacher feedback to be written in purple pen and children's responses to written or verbal feedback to be written in in green pen.

S to be used to show where children have been supported.

(This can be next to the learning objective if the whole piece was supported or next to specific questions/areas.)

Writing books

Purpose: To address misconceptions and move learning forward.

	Teachers will…	Children will…
Incorrect or lack of use of full stops and capital letters.	• Provide verbal feedback. *(This could be group based and/or facilitated by a TA)*	• Correct in green pen.
Spelling error	• Write the miss-spelt word in the margin. • No more than 2 spellings per piece.	• Write these on a dated post-it note. • Tick them once they have used them in another piece of writing, or if they have not, write them 3 times. • Move the post-it notes each lesson to the current piece of learning.
Extended piece of writing.	• Provide success criteria to be stuck into books. • Allow children to self-assess against these. • Asterisk missing success criteria as a target for next time or if all criteria have been met, write a new target on a dated post-it note with an example if necessary.	• Self-assess against the success criteria. • Copy out any asterisked criteria on a dated posted note. • Move the self-written or teacher written post-it note each lesson to the current piece of learning. • Leave the post-it note next to where they have met their target.

Any other written or verbal feedback must be responded to in green pen.

Guided Reading books

Self-assessment in green pen.

Maths books

Purpose: To address misconceptions.

✓ or ● each calculation. Children can do this if appropriate.

Children to traffic light how they feel next to the learning objective.

Red – Really unsure.

Amber – Nearly there but would like a bit more help.

Green – Understand.

Individual Learning Journals and Art books

Purpose: To celebrate.

In **all** books children's learning will be looked at and celebrated. To celebrate and encourage children, **raffle tickets** will be placed in books and **examples will be shared** with the class during the lesson or put up on **display**.

Subject specific key spellings will be corrected and children will need to copy these out once in underneath.

High expectations during lessons should mean that extensive feedback outside of the lesson will not be required.

(Non-negotiable: Capital letters, full stops, presentation, quantity.)