Feedback Policy

Name of School	Petersgate Infant School
Date of review	November 2024
Date of next review	November 2025
Reviewed by	Wendy Mitchell Headteacher

School Vision

"For all children to grow into responsible, caring individuals who actively and positively contribute to the community."

At Petersgate Infant School, our vision outlined above is strengthened by our values of safety, caring, achievement, resilience and friendship. These values symbolise warmth, community and cohesion to ensure we are "working together to achieve our best".

As a school, we can apply these values through the following aims:

Aims

- Ensuring everyone stays healthy and safe.
- Ensuring everyone feels valued and has a sense of belonging.
- Providing a high quality learning environment.
- Helping everyone enjoy learning and achieving their best.
- Nurturing and developing the whole child.
- Ensuring everyone makes a positive contribution to the school and wider community.

Safeguarding at Petersgate Infant School is carried out in line with the statutory guidance in 'Keeping Children Safe in Education' published by the Department for Education

Rationale

We believe that feedback to children is an integral part of the teaching and learning process. It enables the children to see what they have achieved, but also what they need to do next. At Petersgate Infant School, our aim is to ensure all children will have their work marked in such a way that it will improve their learning, develop their self-confidence, raise self-esteem and provide opportunities to edit and improve their learning in the moment. Feedback and marking can be oral or written, but should have a positive impact and make a noticeable difference in their learning. We have an agreed code for marking, although our preferred feedback is via verbal discussion, live and in the moment, which will enable the children to respond to this feedback within the lesson. Adults move around their group or the class, giving verbal feedback, which the children can respond to in the moment.

We aim to develop independent learners who have the ability to seek out and gain new skills, knowledge and understanding. We want our children to engage in self-reflection and to be able to identify next steps in their learning. By the end of year 2, we aim to equip children with the desire and the capacity to take charge of their learning through developing the skills of self-assessment. This enables the children to be involved in the marking and assessment process.

Aims:

We aim for children to:-
- be encouraged in their efforts and know that their efforts are valued.
- be supported.
- understand where they have succeeded and where they need more practice and in-put.
- be involved in the feedback process.
- have feedback live, within the lesson, for it to be meaningful and give time for the child to respond.
- understand that feedback improves their learning.

Implementation:

The following procedures for feedback and marking children's work should be implemented by all staff:
- Feedback of children's work can be verbal or written and will have a clear 'IALT' (I Am Learning To) or 'I can' as the heading for the piece of work. Marking should refer directly to the IALT or to individual next steps (AfL).
- If a child is absent, a header with the 'IALT' or 'I can' will be put into their booked, with the word absent. This will show the gap in the learning journey if a child is away. This will enable the adults, in offering additional support where needed if a child is absent
- EYFS to use IALT for assessment tasks only.

Feedback
- Feedback on the learning will be given in relation to the IALT or 'I can' statement. It will show what has been achieved but also any next steps (AfL). The children can

respond to these within the moment and make any necessary changes or amendments to their learning.
- Positive feedback is an important part of the process. Learning can be shared with their class and learning may also be shown to a member of the senior management team in order to acknowledge special effort. Work shown to the head or senior management team should be marked with HTA – Headteacher Award. A photo of this learning will be shared via Seesaw.

Marking code

Staff will initial the learning when feedback has been given or the learning has been marked.

Maths
- 'Great Green' will be used to
    - tick correct learning
- 'Think Pink' will be used to
    - _____ (line underneath) to indicate corrections or things to think about for the child to respond to and make corrections
- Self-editing (Year 2) – children will use a blue pen for corrections

English

- Great Green' will be used to
    - tick the IALT or 'I can' statement on the header if achieved
- 'Think Pink' will be used to
    - _____ (line underneath) to indicate corrections or things to think about for the child to respond to and make corrections
    - Any incorrect vocabulary, grammar, spelling or punctuation will be identified in pink for a child to edit and improve their learning in the moment
- Self-editing (Year 2) – children will use a blue pen for corrections

Next Steps
The children should be aware of how successful they have been in relation to the IALT or 'I can' and how they can move their learning forward. These next steps will be shared verbally through feedback, which is live and in the moment, so children can edit and respond to this feedback within the moment. The adults in the class will move around the group and/or class giving verbal feedback and identifying next steps.

Teachers may annotate the learning for their own reference and to inform future planning.

Monitoring & Evaluation
Leaders will monitor the implementation of this feedback policy through looking at children's books and talking to children about their learning. This is part of the monitoring cycle and undertaken by a variety of leaders.
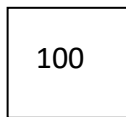
Summary of feedback symbols in books:

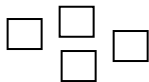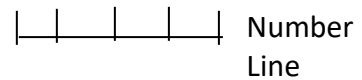- IALT   I Am Learning To (this will be part of the header)

OR

- I can statement (this will be part of the header)

- Staff will initial the learning

- _____ (line underneath)   Incorrect answer (indicated in pink)

- P/I/G/S   Paired/Independent/Group/Supported

- Achievements will be indicated in green and a tick. In maths, the answers will be marked in green if correct. In English, a tick on the header will indicate if the IALT/I can has been achieved

Mathematics

100	100 Square

|_|_|_|_| Number Line

Practical Equipment

Fingers

Mentally

On Seesaw (write on the header)

EYFS
All recorded work should have the child's name on (by the child or the adult). Comments could include what a child says about their learning.
Feedback, marking and assessment informs the objective led planning.

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