



Caldecote Primary School

Guidance and Feedback Policy

June 2022

1. Aims

The aim of this Policy is to enable adults and children to communicate regarding the work the children are doing. Effective feedback will enable children to understand how successful their learning has been and understand what they need to do to improve and make progress.

This Policy sets out how we will provide children with guidance and feedback about all their class work.

2. Effective Guidance and Feedback should:

- Guide children as to how they can make improvements and show progress
- Communicate how well they met the learning objectives of the lessons through their work.
- Recognise, encourage and reward pupil's effort and progress
- Support pupils' developing a positive attitude and a resilient approach to their learning
- Provide a consistent and whole school approach to responding to children's work across all subjects
- Be given as soon as possible so that children will have time to assimilate, act upon and ask any questions regarding the feedback

2.1 Types of Feedback

There will be a range of different types of feedback including:

- Verbal: may be within a lesson individually or as a group or it could be after checking workbooks
- Peer-to-Peer: children check each other's work and give feedback
- Buddy: children work in pairs to check a piece of work and give feedback
- Group: children work as a group to check work, often led by an adult
- Self: a child marks their own work and identifies how they can improve

3. What will help make Guidance and Feedback effective?

- Verbal feedback is the most effective and can have immediate impact; this will be followed up to ensure it is acted upon
- Learning objectives and expected learning outcomes are made clear during the lesson.

- All pupils have a clear understanding what is required of them to be successful
- Pupils' work is assessed against these clearly planned learning objectives
- Specific points for development may be identified and targeted in future planning or catch up sessions
- Stamps and language used in the marking process is clear and consistent
- Timely feedback will be given to enable impact on progress

4. Strategies for Marking

4.1 All year groups:

- Work will be dated
- LO written clearly by pupil (Y2-Y6) or a sticker (YR-Y1) – must be brief and from Caldecote Curriculum
- Most feedback will be verbal at the time of the activity
- Appendix 1 outlines our agreed marking codes
- Distance marking will be used during lessons and to identify gaps in learning
- Ticks for correct work may be used; marking will focus more on areas for improvement and elimination of errors
- All work must adhere to the school's Presentation Policy

The following stamps will be used:

Stamp	Used to indicate
Teacher Assisted	Pupil needed teacher support to achieve the learning objective
TA Assisted	Pupil needed teaching assistant support to achieve the learning objective
Independent	Pupil is able to achieve the learning objective independently
Working towards	Pupil is working towards the learning objective
Working at	Pupil has achieved the learning objective
Greater depth	Pupil has shown deeper understanding of the learning objective

4.3 Key Stage 1 & 2

English

- Feedback should identify next steps and have impact on progress and provide opportunities and challenge to develop knowledge and understanding
- Spellings may be corrected and should be addressed either in the daily focus session or in catch up
- Repeated or common errors should be addressed either in the daily focus session or in catch up

Maths

- Groups of calculations should be ticked to indicate they are correct
- Some incorrect calculations should be dotted (if needed) to indicate pupil is not secure with the LO
- Repeated number reversals should be addressed either in the daily focus session or in catch up
- Feedback could also be related to effort

Science

- Feedback should refer to the learning objective and the aspect of Working Scientifically within each lesson
- There will be a focus on accurate scientific vocabulary words

Other Subjects

- Extended writing in all other subjects should follow the English marking strategies
- There will be a focus on accurate subject specific vocabulary

5. The Monitoring and Evaluating of Guidance and Feedback

Regular scrutiny of the work books will form part of the school's Assessment and Monitoring schedule and will be carried out by the SLT and subject leaders. These may be supported by Link Governors or external colleagues e.g. Education Adviser.


The Policy statement will be reviewed in line with the rolling programme of Policy reviews.

Headteacher: Date:.....

Chair of Governors: Date:

Appendix 1

Codes may be used when marking

	blue pen to mark work
·	a dot for incorrect answers
S	for errors in spelling
//	new paragraph
	writing doesn't make sense
P	punctuation missing or incorrect
G	incorrect grammar
H	handwriting needs attention