



Caldecote Primary School
Guidance and Feedback Policy
October 2021

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; they may be recorded at some point during a lesson, when the teacher deems it most appropriate

- 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 Foundation Stage Curriculum

- Stamps will be used for:
 - **Child Initiated** - Child self directed to the task
 - **Adult Initiated** - Child was asked to work on the task
 - **Independent** - Child has worked without any adult support
 - **Adult Supported** - Child has worked with adult support
- Work will be dated and annotated
- Long observations will identify next steps to inform future planning and learning objectives
- Most feedback will be verbal at the time of the activity
- Written comments may be used on pupils' work to inform next steps

4.2 National Curriculum (Key Stages 1 & 2)

- 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	Teacher has worked closely with the child
TA Assisted	Teaching Assistant has worked closely with the child
Independent	Child has worked without any adult support
Working towards	Child is working towards the expected standard / learning objective
Working at	Child is at the expected standard / has achieved the learning objective
Greater depth	Child has shown deeper understand of the learning objective
Praise stamps	To acknowledge effort, attitude and good work

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 at mastery level
- Spellings may be corrected and will be addressed either in the daily focus session or in catch up
- Repeated or common errors will be addressed either in the daily focus session or in catch up

Maths

- Groups of correct calculations may be ticked
- Incorrect calculations may be dotted
- Repeated number reversals will be addressed either in the daily focus session or in catch up
- Feedback comments could also be related to effort or method

Science

- Feedback will refer to the learning objective or some aspect of Working Scientifically

- 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