

## 7.4 PREP FEEDBACK TO PUPILS POLICY

<b>Policy Title:</b> Prep Feedback to Pupils Policy
<b>Staff Member Responsible:</b> Mr Sean Price - Prep Head

**Aims: To ensure that feedback to pupils is meaningful, motivating and manageable. To ensure that this informs pupils of their next steps and demonstrates that we value their efforts. To provide opportunities for pupils to self-assess their own work and against agreed criteria.**

### **Pupil feedback policy**

Feedback is the process whereby pupils are informed about what they have achieved at a particular time and what they need to do to improve. Feedback is a positive form of communication based on learning objectives and success criteria. It can be verbal, written, pictorial or signals and could be from teacher to child, teaching assistant to a child, child to teacher or child to child. Written feedback may take the form of acknowledgment marking or in depth marking linked to the planned learning. Feedback is given in an age-appropriate manner and in a form that the child understands, including SEND and EAL pupils.

#### **Feedback should:**

- If possible be immediate or as soon as possible
- Be manageable for all teaching staff
- Involve all adults in classroom
- Be positive, motivating and constructive for children
- Inform future planning/targets for teachers
- Be accessible and inclusive for pupils
- Relate to LO and success criteria
- Be responded to by the pupils

#### **Learning objective/Lesson outcomes (LO)**

Effective learning takes place when the pupils understand what they are trying to achieve. Staff should always consider the context and share either the context or purpose with pupils. It is important that pupils know the objective to the lesson as this enables them to review their own progress and to see if they have achieved the objective. Teachers can choose to share the LO in different ways and it should focus upon the learning not activities.

Eg. Helpful learning objectives stems include 'to know' and 'to be able to'

#### **Success Criteria (SC)**

Developing a SC to achieve the LO will help provide children with a framework against which to focus their efforts, evaluate their progress and discuss issues. The majority of the time teachers will generate the SC. We recognise that when children are involved in generating the SC they have more ownership of it. Therefore, there will be times when the children will be fully involved in generating the SC. The SC will be shared with the children at the beginning of the lesson as part of the learning outcome. The SC will be on display either on the board or as a checklist so that pupils can refer to it throughout the lesson. The SC will be presented in an accessible format for all including SEND and EAL pupils.

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### Feedback

It is important to provide feedback in such a way that learning will improve as a result. Teaching staff will need to identify next steps in learning as well as responding to mistakes. Feedback will always be appropriate, constructive and sensitive. Feedback will comment on the work rather than the child.

The following are a number of ways feedback can be given:

#### • **Verbal:**

Most immediate and interactive form of feedback

Focus on being constructive and informative

Can be direct or indirect (targeted or not)

Whole class/group eg: when marking one piece of work or shared at the start of the lesson

#### • **Self and peer assessment**

We recognise the value of self and peer assessment. Teaching staff will employ their own strategies for self and peer assessment and staff use when appropriate.

### Written feedback

Written feedback is only of value if comments are read and responded to. When work is distance marked (marked without the pupils being present) teaching staff must allow time for pupils to read and respond to marking. We recognise that it is more difficult for some pupils to read and respond to written comments and this will be addressed in a verbal manner by teaching staff. **Books must be marked to the agreed standard by a teacher or TA, other methods can be used in between but all work should always be acknowledged in some form.**

We recognise the importance of whiteboard work and jottings, which are an essential part of some lessons. On occasions, in order to ensure that this work is not simply lost, teachers will photocopy or take photographs.

**Agreed symbols will be used for written feedback in books. These are on display in each classroom so that pupils can refer to them and clearly understand the feedback symbols used by teaching staff.**

### Pupil response to feedback

Pupils will be given time to respond to feedback and edit their work using a purple pen or another method to show changes. Pupils will acknowledge feedback through editing or use of their initials.

### EYFS

Pupil feedback is given verbally as adults make observations, note achievements and provide pupils with next steps. Where feedback is written, it is noted whether the piece has been T assisted, TA assisted or I independent. Evidence of attainment is recorded using Tapestry.

### Pre-Prep Marking Codes

#### Year 1 and Year 2

T Teacher helped me

TA Teaching Assistant helped me



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- u.a. Unaided work
- ~~~ Spelling to correct/look at
- O Capital letter needed
- ┌ Next steps
- V Verbal feedback (adult talked to me)

### Prep Marking Codes

#### Year 3 – Year 6

- T Teacher supported
- TA Teaching Assistant supported
- I Independent work
- sp Spelling to correct/look at
- \_ Capital letter needed
- ? Check meaning
- ^ Word missing
- \\ New paragraph needed
- V Verbal feedback
- C Whole class discussion
- P Peer marked or peer support
- ┌ Work on/next steps




**Supply teachers will initial marking and follow the rest of the policy.**

Teacher feedback (highlighted within work eg a word, phrase)

 Green for 'great'

 Pink to 'think'

### Pupil self assessment

-  I could do this work independently (even if I found it hard)
-  I could do this work but needed some help
-  I need to go over this again

### Maths (Prep)

USE grid to show understanding, solving of problems and explanation to another person.

### Maths (PrePrep)

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WESTONBIRT  
— PREP SCHOOL —

U and E grid to show understanding and explanation to another person.