



Neyland Community Primary School Feedback Policy Year 2-6

School Name: Neyland Community Primary School

Visions and values:

At Neyland Community Primary School, our children are at the heart of all we do. We want to foster:

Purposeful learning opportunities.

All pupils to make the best progress they possibly can.

Foster high expectations for all and each other.

Real life experiences.

Ambitious capable learners; creative, enterprising contributors, ethical informed citizens and healthy, confident individuals.

Active participants in feedback and progress.

We believe that:

Effective feedback can and will be provided without written comments from teachers.

It will be evident when pupils have received effective feedback because:

- Pupils will be able to independently respond to feedback using their purple pens.
- Pupils will be able to use feedback to reflect on the strengths and weaknesses of their work and to identify ways in which they can improve.
- Pupils will be able to talk about their improvements and what they feel proud of in their work.

Informed by (research):

1. Feedback needs to 'be kind, be specific, be helpful'
Ron Berger
2. Feedback should be more work for the recipient than the donor.
Dylan Wiliam
3. The best feedback will link to growth mindsets and have a longevity with its legacy extending beyond the current piece of work.
Dylan Wiliam

Our Non-negotiables:

Learning Objective:

- The LO (Learning Objective) will be displayed at the top of each new topic / piece of work. This will be either written by the child or typed up by the class teacher.

DIRT (Dedicated Improvement and Reflection Time)

- Feedback will be taking place in lessons and will include activities such as: Live marking/ catch my comment ~(Post its) / up-levelling/spellings in spelling books.
- Planned in, DIRT time is important and is given appropriate status within the lesson/teaching.
- Pupils will use purple pens to respond to all types of feedback including verbal: Effective feedback = pupils able to make lots of purple pen improvements INDEPENDENTLY (age and stage appropriate)
- We use DIRT time to encourage active engagement and growth mindsets.
- DIRT activities will focus on moving learning on and support pupils to identify their next steps.
- AFT tasks (Impact Wales) planned in at appropriate times to improve, consolidate and/or extend learning.

Preferred strategies:

- EXIT cards
- Magpie Me!
- Blue For you
- GAS (Go and Stand)

What this looks like in practice:

- Black pen **only** to be used by the class teacher.
- Whole Class Marking sheets to be used, *at least once a week in LLC and Maths*, agreed in PPA sessions.
- Whole Class Marking sheets to be kept in the teacher file and used to inform next lessons.
- Spellings will be underlined in black pen by the teacher (a maximum of 5). Purple Pen will be used if appropriate. 'Have a go book to be used' along with word banks on tables.

- LO highlighted if pupil engaged and accessed the LO (with or without scaffolding).
- Codes in books to be used as follows;

Teachers initials in the top left hand corner (if appropriate)

Level of support/scaffolding (code to be put in the margin by the LO);

TS: Teacher Support

S: Scaffold Used

I: Independent

Codes to support marking:

C: Missing capital

FS: Missing full stop

SP: Spelling mistake and underline the corresponding mistake

aBc: Capitals used incorrectly (for example in the middle of a word)

VF: Verbal Feedback (pupil to note take what this is next to the VF, if applicable)

Above codes to support marking to be printed and put in the front of books/KO files so pupils use them to improve their work (use school proforma only)