



Feedback and Guidance Policy

This Policy was approved and adopted by
The Sandhill Trust Board on 2nd December 2015

Review Date: December 2017

Signed:

Chair

The Sandhill Trust believe that feedback has the greatest effect upon children's learning. Therefore we aim to continually advise and appraise our pupils on how best to improve the content and quality of their work.

Aims

- To ensure that all forms of feedback are timely and are focused upon making a difference to children's learning.
- To foster an ethos of self-reflection and improvement and an environment in which peers support one another, in what they learn and do.
- To encourage children to take pride in their work and learning.
- As a result of this policy there will be greater consistency in the way that feedback is given to all children across school.

Feedback

Feedback takes place via many forms. Effective feedback could be individual discussions with children, groups or class, peer to peer or marking of work in books. The feedback focus could be on:

- relevance of work in relation to the WALT
- outline the successes linked to the WILF
- next steps in improving children's work or deepening their understanding
- enable pupils to reflect on their learning
- offer further challenge
- provide encouragement and raise pupils' self-esteem

All school staff, children and parents should be aware of the school's feedback policy and procedures.

Marking

Marking is simply a form of feedback and our aim is for it to reflect how the adult would intervene if they were present at the time of learning. Our intention is for our pupils to feel as encouraged, motivated and guided through what we write, as they would through all other forms of feedback.

- Any work marked (by teacher, teaching assistant, and/or children) should follow the agreed marking symbols (see attached list).
- Marking is just one feedback tool, it is used as a timely intervention in learning as are all other forms of feedback; we do not expect to see every piece of work with written comments.
- Adults' handwriting should be legible and follow school handwriting policy.
- Adults will mark in a green pen.
- When children edit their own work or respond to marking, they will use a red pen.
- Time must be given to allow pupils to respond and reflect to any written feedback given

Presentation

We always expect a high standard of presentation. Children should be proud of their work and be encouraged to always present their best

- By the end of Year 2, the full form of the date e.g. day, date and year should be standard practice for written work.

- Shortened form [numerical] e.g. 01.09.15 for Mathematics.
- In Maths, children should place one unit in each square and miss a square when starting a new question or problem.
- Underlining: use a ruler and a pencil when appropriate.
- Mistakes: one neat line through the error rather than several.
- Pencils: used at KS1 for all subjects, used throughout school for Mathematics.
- Pens [Handwriting or similar]: introduced by the end of Y3 for all written work.
Pens can be used in Lower KS2 and Y2 for best presentation and handwriting practice when appropriate.
- Handwriting: for guidance on letter formation please refer to the Sheffield Handwriting Scheme.
- Spelling : non-negotiables should be acknowledged as and when appropriate to age/needs of individual children
- Rubbers are to only be used at the teacher's discretion.
- If it is necessary to stick sheets or additional pieces of paper in to books they must be folded neatly or trimmed so that they do not protrude out of the pages

Self and Peer Assessment

We understand the importance of self and peer assessment as it helps pupils to work collaboratively, fosters independence and aids in their understanding of what they are learning as they are actively involved in reflecting upon the WALT and WILF. Self and Peer assessment require a classroom culture where errors are valued as learning opportunities and admitting to not understanding something is acceptable. Pupils need to be supported in giving effective feedback:

- Teachers and Teaching Assistants must model, explain and guide pupils in giving feedback
- Rules for giving feedback must be discussed and agreed with pupils so that they understand to be kind, helpful and specific
- Teachers can provide scaffolds to generate discussion e.g. a WILF checklist, feelings faces, thought bubbles, questions, feedback starters etc.

This policy has been endorsed by our Directors, who support the trust in the providing quality feedback and guidance to its pupils.

Reviewed by the Trust 25th November 2015 Signed:

Chair

Review Date: November 2017



Sandhill Trust Marking Symbols



I have achieved



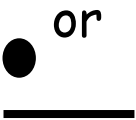
What I have done well



Next steps

VF

I have discussed this with
my teacher/teaching assistant



I need to check my answer



Start a new paragraph

I

Independent work

S

Teacher Support

TA

Teaching Assistant Support