



Enabling Excellence for Exceptional Futures

Policy name:	Feedback Policy
Policy group:	Curriculum
Policy status:	Non statutory
Linked REAch2 policy(ies)	Assessment Policy
Policy owner:	Gemma Jackson- Head Teacher
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Feedback Policy

At Green Park Village Primary Academy, we believe that each learner has individual and unique needs and is on their own learning journey. Learners may attain differently to each other, however it is expected that all learners make progress and this is evidenced in learning journeys. Learning journeys may be evidenced through:

- Online learning journals- we use Tapestry;
- Books and booklets- we use exercise books;
- Progression through reading schemes- we use Big Cats Little Wandle Letters and Sounds recorded progression in Reading Records and through observations on Tapestry;
- Floor Books or learning displays- these might be used for whole class learning, where individual task may not be used;
- Progression through developmental or age-related expectations- we use Tapestry and O Track to record our ongoing and summative judgements of where children are in their learning according to national expectation markers.

Feedback may take the form of written, visual or recorded (auditory) observations, written marking or comments which detail what is achieved and the next steps or verbal feedback provided. The Learning and Teaching Team- Teachers and Learning Support Assistants- will provide feedback. Children will also sometimes provide 'peer feedback' to each other or will self evaluate their own learning, supported and guided by the Learning and Teaching Team.

We expect children to respond in a timely manner to feedback provided by the Learning and Teaching Team immediately (independently or with the Teacher) or ahead of the learning opportunity. This could be by:

- Written response/ comment;
- Writing names;
- Adult scribing the child's response;
- Smiley faces or other symbol.

At Green Park Village Primary Academy, feedback is intended to:

- Enable every learner to experience success by recognising achievements;
- Promote individual confidence and a positive attitude by recognising progress on learning journey;
- Ensure that all learners receive appropriate feedback that supports individual learning journeys which supports the demonstration of progression in learning;
- Ensure that all learners make progress which is at least in line with the national expectation;
- Identify, assess, record and regularly review pupils' progress and needs;
- Support working together with parents by indicating achievements and next steps so that they are able to support at all stages of their children's development.

Feedback across the school

All children write in black. This is by HB pencil or via a black handwriting pen, depending on where a child is with their handwriting development. Teachers progress children from using a pencil to using a pen when they feel the child can:

- Form all letters accurately;
- Join some/most letters for ease of fluency;
- Sustain writing for duration, without frequent pausing;
- Write in school's style / own version of schools' style with evenness.

Where we have children join our school with established cursive styles, with fluency and evenness, we do not attempt to change this.

For recognition purposes, all school adults will write in turquoise pen (Bic Crystal or felt style pen, depending on personal preference for ease of writing). All school adults will initial and date entries written in all contexts e.g. FS 1/2/25

The Learning Intention is recorded (sticker) on every piece of recorded work, using the abbreviation LIT- Learning Intention- To. Teachers may add other learning linked symbols or prompts. The date is recorded (short version) via a stamp or handwritten (child or adult).

Targets are referenced within next steps. Teachers can use the Pedagogog stamp images or written text for the recording of the targets. Teachers can use pink/ green to indicate achieved/ continuing target.

Feedback to children responds to the LIT (evidence of achievement of or towards this) and/or progress made with ongoing targets.

Use of colour and symbols for each type of feedback recording progress

Coloured pen	Used by	Purpose
Turquoise	Teacher	- Comments in Reading Records - Narrative/ context to learning - Generic non pink/green marking/ responses in all subjects - Enquiry weekly/ unit review - Scribing in EYs/ KS1
Pink Tickled pink	Teacher	- Praise- star symbol and short written comment to child - Targets achieved- indicated by tick and short date written on target sheet - Learning Intention (LIT) achieved- highlighted or ticked on LIT sticker
Green Green for Growth	Teacher	- Next steps- green for growth- drawing symbols or text - Developmental feedback - Targets- indicated by an arrow symbol ahead of teacher writing or stamp image - A green arrow can go beside a bespoke challenge provided to a child
Purple Pupil Purple	Learners	- Self-editing - Self 'Polishing Pen' - Peer comments - Responding to feedback

Symbols

Symbol/ abbreviation used	Pedagogs stamper – if used	What it means
FS	 full stops	Missing full stop/ need to correct the full stop placement
F	 finger spaces	Finger space
N	 upper/lower case letters	Need for capital letter for noun
A		Need for capital letter at the start of a sentence
C	 connectives	Connectives

LF	 dog handwriting (ascenders/ descenders)	Letter formation/ ascenders descenders
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Where support or particular feedback is given:	
V	Verbal feedback- overview of theme shared verbally is recorded by symbol or brief note. <i>A stamper might be used</i>
S	Support provided by adult
FG	Focus Group
I	Independent
M	Modelled- mainly copied from shared model

Early Years

Feedback takes the following formats in Reception:

- Observations on Tapestry, the school's online journal;
- Narrations in shared class floor books;
- Written feedback, shared with children verbally, in children's writing and phonics books;
- Written comment in Reading Record books.

Key Stage 1

Feedback takes the following formats in Year 1 and Year 2:

- Narrations in shared class floor books;
- Written feedback, shared with children verbally, in children's writing, maths, Science, History and Geography books;
- Written comment in Reading Record books.

Key Stage 2

Feedback takes the following formats in Year 3, Year 4, Year 5 and Year 6:

- Narrations in shared class floor books;
- Written feedback in children's exercise books- writing, maths, Science, History and Geography books;
- Written comment in Reading Record books.

Expectations of type and frequency of written feedback

- Focus Group work and writing 'cold' and 'hot' tasks (pre and post input assessment pieces) are expected to have detailed feedback, involving pink and green feedback.
- Independent work is expected to have a shorter comment or a highlight of the LIT to indicate extent of attainment.
- Teachers use their professional judgement as to when to use 'pupil purple' for self or peer feedback or for responses to feedback (via 'pupil purple', pencil or pen). This activity needs to be meaningful and to have impact on evidence of learning or a child's understanding of where they are in their learning;
- Where a child is absent from school, the learning missed is indicated in their exercise book through including the LIT sticker on a page (can be multiple stickers on a page for longer absence) and writing 'absent, date (short format).

Responsibilities and arrangements for the quality of feedback

All staff are responsible for helping to meet an individual's special educational needs and for following the school's procedures for identifying, assessing and making provision to meet those needs.

The **Head Teacher** has responsibility for:

- The management of all aspects of the school's work, including provision for all learners;
- Evaluating the impact of this policy on supporting the learning journey for all learners in the school;

- Ensuring that the implementation of this policy and the effects of this policy as a whole are monitored and reported to governors.

The **Phase Leads** are responsible for:

- Overseeing the day-to-day operation of this policy;
- Ensuring that an agreed, consistent approach is adopted and applied by all teachers and LSAs;
- Liaising with and advising teachers;
- Helping staff to identify pupils with SEND or other needs who may need a recorded bespoke approach;
- Liaising closely with parents so that they are aware of the strategies that are being used and are involved as partners in the process;
- Managing and training learning support staff;
- Taking part in REACh2 or LA moderation.

Class Teachers are responsible for:

- Making themselves aware of this policy and procedure and following it consistently for all children;
- Giving feedback to parents.

Learning Support Assistants should:

- Be fully aware of this policy and follow it under the direction of the teacher and/or Phase Lead;
- Use the school's procedures for giving feedback to teachers about pupils' responses to tasks and strategies;
- Flag any training needs to the teacher and / or Phase Lead;
- Taking part in REACh2 or LA moderation.

Inclusion arrangements and access to targeted feedback within a broad and balanced curriculum

At Green Park Village Primary Academy, we have high expectations of all our children and all children are given the opportunity to achieve their full potential. We aim to offer excellence and choice to all our children, whatever their ability or needs, through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

- Have different educational and behavioural needs and aspirations;
- Require different strategies for learning;
- Acquire, assimilate and communicate information at different rates;
- Need a range of different teaching approaches and experiences.

With regard to providing feedback, it may be that different strategies are used to support communicating achievement and next steps to children with different needs. These would be detailed in an Individual Support Plan, where this is in place, as a specific way of adults supporting a child.

These might be:

- Scribing verbal feedback provided;
- Providing feedback through use of technology, for example recording verbal feedback;
- Using additional pictures and symbols;
- Using additional identifiers instead of, or in addition to the defined feedback guidance, such as stickers, stamp/stampers or other markers;
- Only giving praise in written feedback.

Monitoring and Evaluation

The Academy and Governors routinely evaluate and monitor the success of the feedback provided. The success of the school's Feedback Policy is evaluated through self-evaluation and reporting activities such as:

- Monitoring of classroom practice by the Head Teacher and other school leaders;
- Analysis of pupil tracking data and test results for individual learners and for cohorts;
- Value-added data for learners;
- Termly monitoring of procedures and practice by the Education/ Curriculum Link Governor;
- The school's annual review, which evaluates the success of the policy and sets new targets for development;
- The school's strategic plan (the SDP), which is used for planning and monitoring provision;
- Visits from REAch2 personnel, LA personnel (statutory key stage moderation purposes) and Ofsted inspection arrangements;
- Feedback from parents and staff, both formal and informal.