

# Lacey Green Primary Academy

## Feedback Policy | Improving Pupils Learning



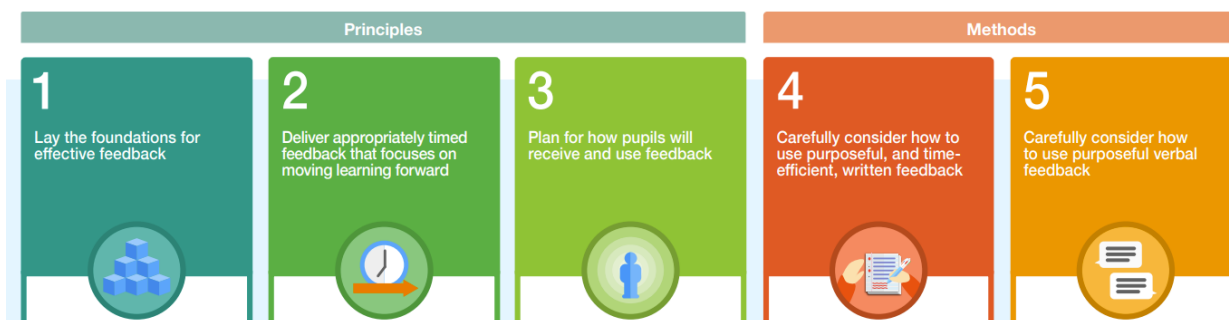
Aspire to achieve...

Policy Reviewed: September 2023

*"Feedback is one of the most important influences on learning and achievement" John Hattie*

### Rationale

This policy has been written in response to the most up to date educational research, we have been influenced by the findings of the educational endowment foundation report 2021 ([Click Here](#)).



### Why do we do it?

- ❖ To help learners make progress by showing them what they need to do to improve
- ❖ To build confidence and encourage a reflective attitude in our learners
- ❖ To inform future teaching and precisely match learning to an learners needs

### Methods we use:

We give feedback on all learning and although we know some types of work require greater depth of feedback than others, we expect to see some form of feedback on most types or work.

### Written Feedback



Using our agreed marking symbols we provide next steps for learning and offer praise and encouragement. We know that when next steps are made explicit there is a very high impact upon learning. To help children find comments in books quickly our Teachers mark in green and pink highlighters and write comments in green pen.

I  
S  
V  
✓  
●  
SP  
?

Independent work  
Supported by an adult  
Verbal feedback given  
Positive comment  
Improvement comment (If required)  
Spelling correction – the spelling might be written out for the child  
This does not make sense

## Highlighting | In the moment feedback

This is one of our most effective strategies. It is simple and powerful and allows us to give feedback quickly and 'in the moment' to each child.

	I love It! Demonstrating how the key learning has been successfully demonstrated. Can also be linked to a positive written comment.
	Think about this! (Refer to the How we feedback at Lacey Green guide below)

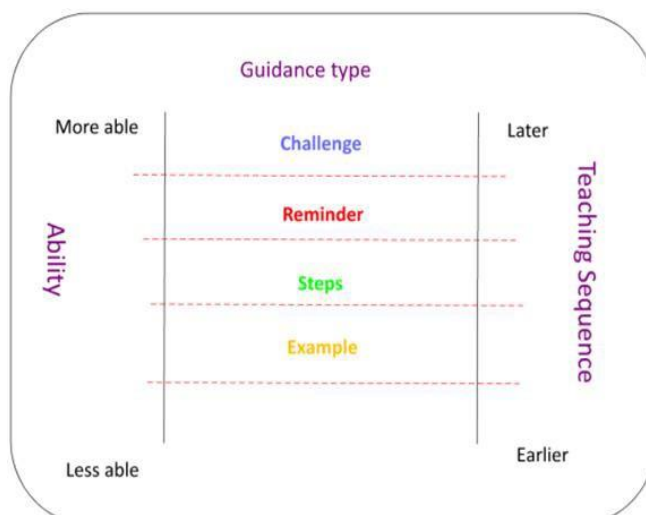
## Oral feedback

This happens **all the time!** We use 'live' marking in all lessons across the curriculum. Whenever we suggest comments or ideas for improvement, we put a V (Verbal feedback given) next to the piece of work. Sometimes we **add a word or comment next to the V** e.g adjectives to remind the learner what the feedback was, **SP** and the correct word written for the child.

## Critique

We believe the type of feedback we give depends heavily upon the stage of learning that is being taught. We use the following model to think about the type of feedback we are giving at each stage.


We aim to ensure pupils respond and act upon feedback given. Whenever a pupil makes changes to a piece of work we ask them to use **purple pen**.





## How we give feedback at Lacey Green.



This **word, phase, sentence, punctuation or answer demonstrates** a good understanding of the learning objective / knowledge. Well Done. 

Something is incorrect **or** Something doesn't make sense **or** Something needs improving.

(Your teacher may put a **dot** after something, a **?** after something, **circle** something, **underline** something **or** **highlight** something to help you)



This word is spelt **incorrectly**.

**SP**

(Your teacher may **highlight** the spelling mistake for you and write **SP** next to the word **or** they may write **SP** in the margin for you to find and correct yourself)

A **P** means that either a Capital Letter **or** a punctuation mark is missing from the sentence. **P**

(Your teacher may **underline** **or** **circle** the missing punctuation to help you **or** they may write **P** in the margin for you to find and correct yourself)



An additional word or phrase is needed here.



Please **FIX** this with your **Purple Pen**.

**F**

**PURPLE PEN**



Please complete all your improvements and corrections in your **purple pen**. Your teacher will then see that you understand your work and have done your corrections.

