

OASIS ACADEMY PARKWOOD



FEEDBACK POLICY

February 2019

Feedback Policy

The purpose of this policy is to provide a cohesive approach to feedback across the academy.

At Oasis ... we believe that feedback and marking should be purposeful and have an impact upon the child's learning. The **majority** of feedback and marking should be carried out with the child during the lesson. This is because research has shown that feedback and marking within the lesson has proven to have more impact on pupil progress and attainment.

The Oasis Teaching and Learning Matrix for Marking and Feedback at 'Great' states:

- Worked is marked in line with the Academy policy.
- Students are challenged and provided with clear directions and next steps.
- Students systematically engage with teacher feedback.
- Peer and self-assessment are used very efficiently.
- Good or better progress is clearly evident.

Codes

T / TA / EYP – lead group and supported for majority of the lesson or next to particular question or targeted support.

VF – verbal feedback (a small discussion) (e.g. VF – capitals, VF – adjectives)

CL – Capital Letters FS – Full Stops

✓ correct answer / WILF achieved

✓✓ a great idea linked to year group expectations

○ Missing capital letter or punctuation error / as a wish / VF to identify themselves without the circle OR in Maths for mathematical errors. (balance / during editing time)

Green pen challenge

WAGOLL – What a good one looks like (at any ability) 'you have included all of the success criteria/WILF in your work. A short comment can be made/sticker can be given if appropriate.

X incorrect answer

Because, was/were or there/their – spelling mistake or grammar mistake

^ missing word

* show where editing is needed or place to add

/ new line

// new paragraph

In Maths Mastery IT – Independent Task TT – Talk Task

Foundation Stage

Record what the teacher says to the child and what the child's response is in their book or on their self-directed work. This is not expected to be lengthy.

- above the correct letter or number formation.

Implementation

- The feedback and marking code is discussed with the children and displayed in the classroom.
- All staff who work with the children are responsible for verbal and / or written feedback.
- Self-Assessment faces completed by the child (by shading) and staff member (by ticking).
- Green pen challenges are used **as and when required to move learning on**. This could happen during the lesson through AFL / VF. If the child is required to do something after the lesson, this should be a short, quick task, longer editing would be part of the next lesson.
- Children use red pen/crayon to respond to feedback.
- All children should be expected to write their own date and title/target (where appropriate for SEN, Foundation and Key Stage 1).
- Children have an understanding of '3 before me' to promote independent learners.

Highlighting Writing

This is the minimum expectation for the highlighting of writing.

- Focus on AFL grid when highlighting writing for an END PIECE OF WORK. *For example, if the focus is not adjectives it is not necessary to highlight them.*
- Parallel writing should be highlighted in all year groups and the assertive mentoring tick sheet completed. In Y2 the tick list takes the form of end of key stage statements.
- In Y2/Y6 the end of key stage statements can be highlighted against to aide exemplification and teacher assessment where deemed necessary.