

Moorlands Junior School



Feedback Policy

Adopted by staff: November 2022

Ratified by Governors:XXXXX

To be reviewed: annually by staff and if no significant changes by governors in September 2025

Purpose of Feedback

Feedback at Moorlands Junior School is given to support individual and groups of children to embed, stretch or improve their learning in all subjects.

Feedback also allows the class teacher to make a live assessment on the direction future lessons or intervention needs to take.

Feedback and marking in practice

It is vital that teachers evaluate the work that children undertake in lessons, and use information obtained from this to allow them to adjust their teaching. Feedback occurs at one of three stages in the learning process:

1. Immediate feedback – at the point of teaching
2. Summary/Summative feedback - planned to give teachers definitive feedback about whether a child has securely mastered the material under study
3. Next lesson feed forward – further teaching enabling the children to identify and improve for themselves areas for development identified by the teacher upon review of work after a previous lesson had finished

Type	Methods of Feedback	Evidence (for observers)
Immediate (as close to the point of learning as possible)	<ul style="list-style-type: none"> • Takes place in lessons with individuals or small groups * • Given verbally to pupils for immediate Action * • May re-direct the focus of teaching or the task 	Lesson observations/learning walks *books will be annotated with VF or the VF stamp and purple pen work will show the impact of teacher intervention
Summary (at the end of the lesson, task or unit)	<ul style="list-style-type: none"> • Provides an opportunity for evaluation of learning in the lesson • May take the form of self or peer assessment against a set of agreed criteria • May take the form of a test (post learning end of unit or term), quiz or score in game • May guide a teacher's further use of review feedback, focusing on areas of need • Mr/Miss/Mrs X's challenge- based on an overview of the lesson's content • It is expected that all summative assessments are marked by teachers in all subjects • At the end of the lesson the books of any children who have not received direct feedback from the teacher must be annotated using the codes on next page, where appropriate. 	Lesson observations/learning walks Evidence of self and peer assessment in books marked with purple pen
Feed Forward: (the next steps)	<ul style="list-style-type: none"> • Pre-learning tests (maths only) • Next steps identified on lesson feedback sheets for English and maths • Next steps annotated on medium term plans (MTPs) for all other subjects 	In maths books lesson feedback sheets and MTP

The following codes can be used to prompt the children when reviewing their work.

All codes must be placed in the margin or on the left hand side of the page.02125

Each new lesson will start with a short period of time for children to review previous work and act on any feedback.

symbol	meaning
Sp	Incorrect spelling on that line, including technical vocabulary in foundation subjects. Depending on the age and ability of the children the spelling may be provided.
P	Punctuation error on that line
G	Grammatical error on that line (incorrect tense etc)
//	Start a new paragraph
^	Missing word
[]	Placed around the sentence/phrase to be amended
Ⓢ	Child has been supported with this piece of work
Ⓡ	Independent work- predominantly used in our Small Specialist Class

Frequency

As the purpose of feedback is to improve learning then the frequency is vital. It is expected that feedback takes place in all lessons; the form used may be different for different subjects or include a combination of methods in one lesson.