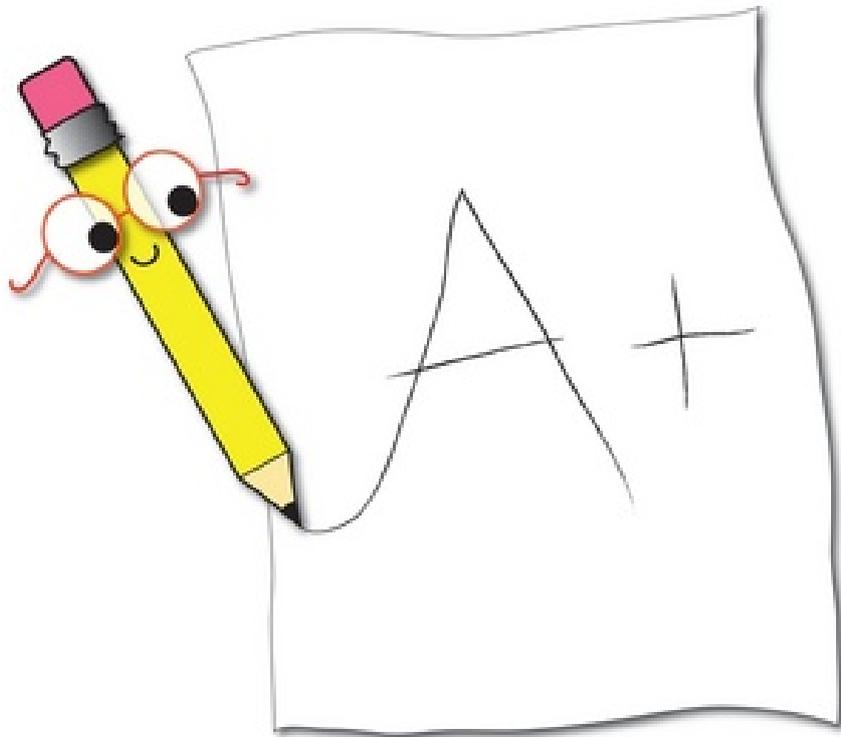




# Woolgrove School Feedback Policy



'Equal opportunities lie at the heart of all that we do at Woolgrove. We are committed to ensuring that every member of the school community, whatever their position, race, gender, disability or religion is given the same chance as any other to access the services and support of the school'.

**September 2018**

**Review date: September 2021**

## The purpose of feedback at Woolgrove School

Marking is used to find out what the pupils have done, and where they need to go next. The purpose of marking pupils' work should be to move learning forward.

Marking must enable each child to know:

- Whether they have met the learning objective/s
- What they need to do to improve their work or meet targets
- What the next stage in their learning will be

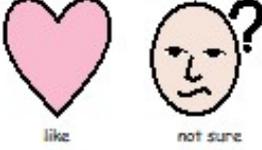
Feedback given to pupils should:

- Be specific, accurate and clear
- Inform children about how they can improve in their learning

## How we feedback about children's work

The best way to mark is with the pupil beside the adult who is marking their work and fully involved in the process. The pupils need to know what the feedback criteria is and the marking system that will be used.

Work /photograph/evidence can be marked on a marking slip or an individual assessment sheet (Appendix 3) The work/photograph/evidence will be attached to the Individual assessment sheet or the appropriate, marking slip will be attached to the completed work and completed by an adult.

LO			Date: Adult
<u>Comment</u>	<u>Progress towards LO</u>		<u>Engaged</u> finds out and explores, uses what they know. Willing to have a go.
<u>code</u>	Mastered- change target		PSED L L
Hand over hand 1:1 support Initial support Verbal prompt	achieved- continue to consolidate skill  working on it		
	too hard- change target		<u>Motivated</u> involved and concentrating, keeps on trying.
			<u>Thinking</u> Has own Uses wh

## Comments

One of the following codes should be ticked or highlighted in the comments box to identify how the child has completed their work.

### Code

- I** Independent (completely on their own)
- I H** Help to get started, but got the idea
- S** Some help given throughout
- I : I** Full support given – they had no understanding on their own.
- H:H** Hand over hand to mark make
- VP** Verbally prompted.
- P** Prompted, but then completed the task

Verbal feedback should be given to the child and if it is felt appropriate a brief comment can also be written, this should be related to the Learning Objective.

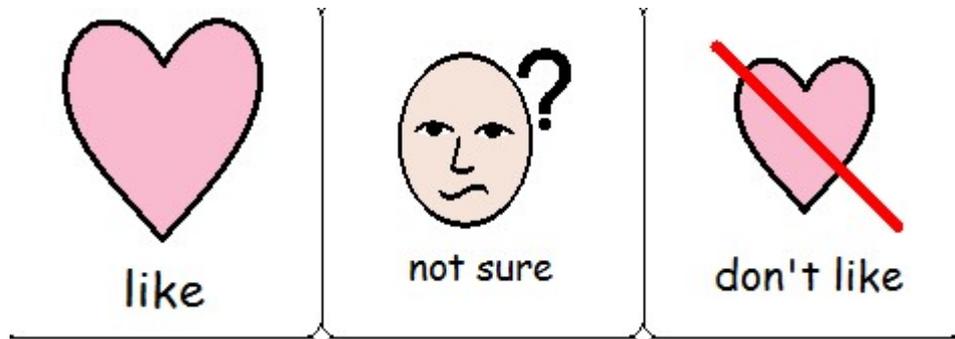
The marking slip should be dated and then initialled by the adult completing it.

## Progress towards Learning Objective

Adults should identify which statement should be ticked to show progress towards the learning objective. *Mastered* – change target, *Achieved* – continue to consolidate skill, *Working on it*, *Too hard* – change target.

## Pupils' Views

Pupils' views about the activity and work should be gathered. This can be from observations of the child during the activity or by asking the child. The following visual support can be used to support the pupils' understanding.



## Characteristics of Learning

Adults should identify the pupils' Characteristics of Learning by highlighting or ticking the statements.

### Engaged

Finds out and explores

Uses what they know

Willing to have a go

### Motivated

Involved and concentrating

Keeps on trying

Enjoys achieving

### Thinking

Has own idea

Uses what they know to learn new things

Chooses ways to do things

The areas of learning should also be identified. At least one of the Prime areas should be identified for all activities. For many activities three or four Areas of Learning may be identified.

## **Prime Areas**

PSED – Personal, social, Emotional Development.

CL – communication and Language.

PD – Physical

## **Specific Areas**

M -Mathematics

L – Literacy

EAD – Expressive Arts and Design

UW – Understanding the World.

## **Progress Tracking Sheets (PTS)**

Each child has a weekly PTS (Appendix 2). This outlines the learning objectives for the week and the child's Individual Provision Map (IPM) targets which are related to the Outcomes identified on the EHCP.

Adults working with a child can highlight the learning objective or comment on the progress. The adult should identify which statement is appropriate to show progress towards the objective 4. *Mastered* – change target, 3. *Achieved* – continue to consolidate skill, 2. *Working on it*, 1. *Too hard* – change target, the corresponding number should then be written in the code box. If 1 or 4 is written then a next step should be identified and written in the “Anything not achieved. Further help of focus needed. Next Step if applicable” box. Comments can also be written about any part of the task the child might have found difficult or was unable to do.

### **Class Teacher monitoring**

Class Teachers will monitor marking and feedback in their own classes. They will read the completed PTS and marking slips and ensure all information is recorded accurately, including dates, comments, Characteristics of Learning and Next steps.

### **Using the Information gathered from Feedback and PTS**

Class Teachers will then analyse the information on the marking slips, observations and PTS to inform provisions and future planning.

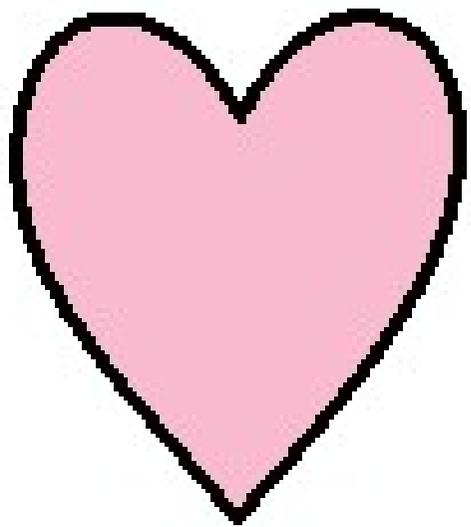
The information gathered in the “Anything not achieved. Further help of focus needed. Next Step if applicable” box should be used to inform future planning and activities.

Pupils' views about the activities may influence how a teacher plans and delivers activities within their class. For example, if children are observed to like or choose the 'like' option for activities that involve being outdoors but chooses “don't like” for activities inside the classroom, then a teacher could use this information and plan more outdoor learning for their class.

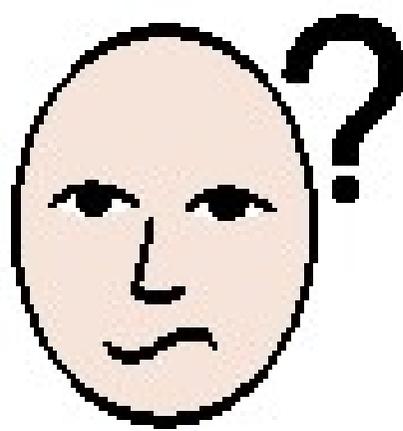
## **Appendices**

Appendix 1 – Pupil Views, visual support.

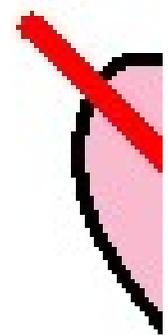
Appendix 2 - PTS



like



not sure



don't

