



# Green Oaks Feedback Policy

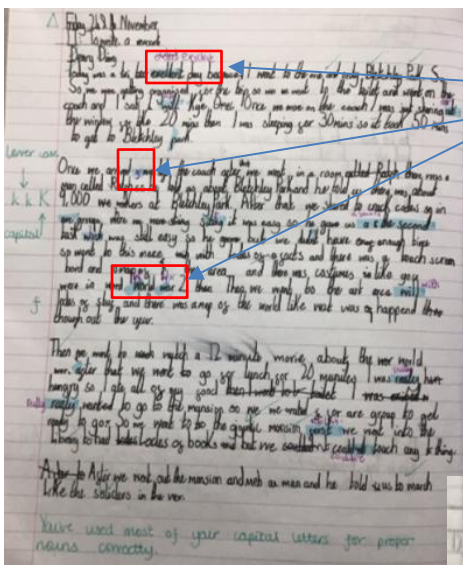
Purposeful feedback at Green Oaks Primary Academy is characterised by being:

**-Motivating** (giving praise and recognition for effort and achievement and ensuring a balance of green and blue, it is equally as important to give feedback when things are correct to promote focus and self-regulation)

**-Meaningful** (allowing children to think critically about their work and take ownership of their progress, whilst providing teachers with immediate assessment for learning opportunities to allow for progress)

**-Manageable** (live and verbal feedback is as important as written, different types of feedback provide a range of reflection opportunities for pupils to improve their learning but also supports staff wellbeing through workload)

- ✓ Feedback takes place through the lesson and with the pupils. Developmental comments should be verbal wherever possible, addressing misconceptions and demonstrating an impact through pupil improvement (eg handwriting, use of punctuation).
- ✓ Feedback in books will be provided by adults in either green pen (Green for Great) or blue highlighter (Blue to Do). Responses and corrections by pupils will be in purple pen. It is important that pupils are given adequate opportunity to reflect and correct work.

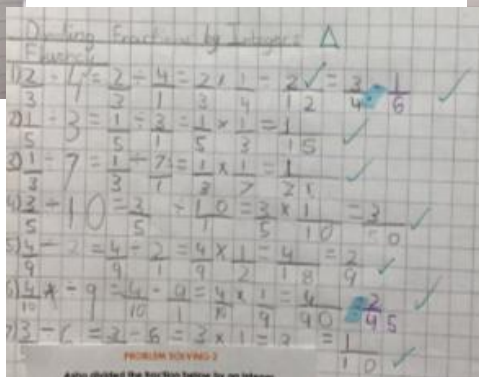
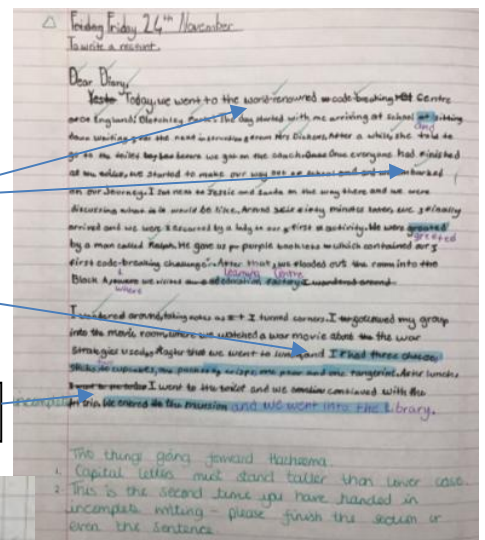


Punctuation and spellings.

Praising the positives.

Cohesion and structure.

Work to complete.



- ✓ Outcomes of learning should be shown against the corresponding LI/lesson title, and on the corresponding front cover assessment grid if applicable. (Science and Foundation).



Next to LI (English/Maths) or on assessment grid (Science/Foundation), indicates LI has been met.

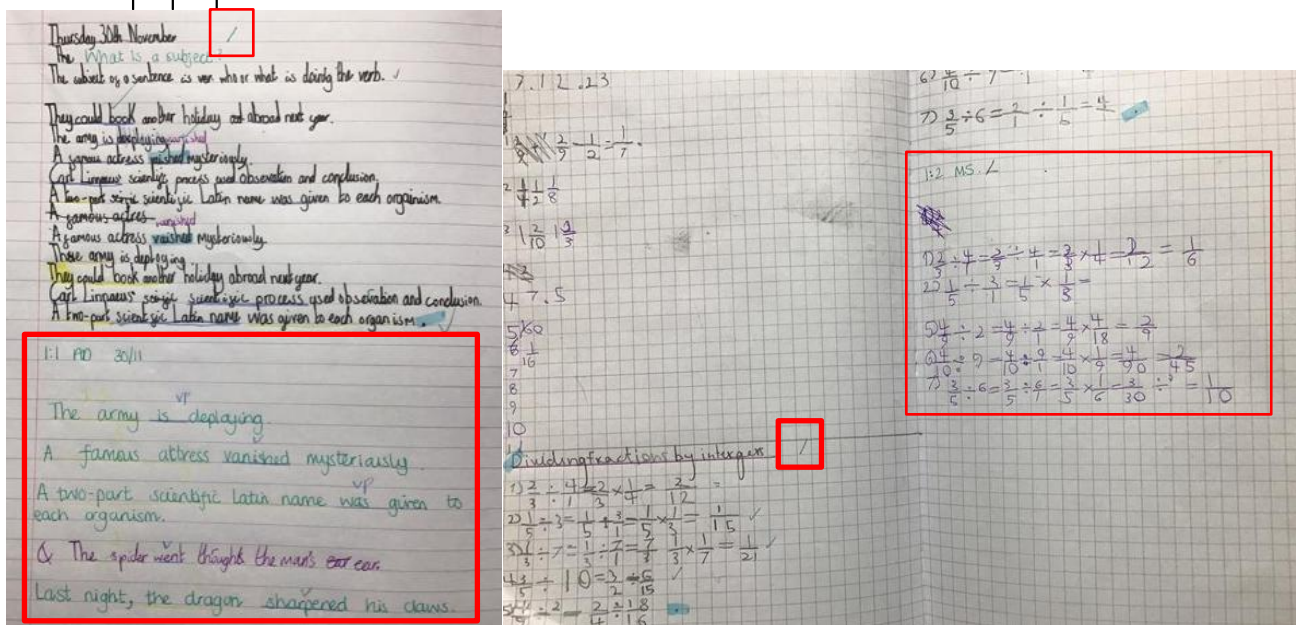


Next to LI (English/Maths) or on assessment grid (Science/Foundation), indicates LI has been partially met and can be addressed through feedback marking.



Next to LI (English/Maths) or on assessment grid (Science/Foundation), LI has not been met and intervention is required to impact learning. When addressed, this should be dated and impact evident in books.

- ✓ If the learning intention has not been met, class teachers should use teacher judgements and cohort knowledge to assess whether further intervention is required to further secure the learning for individual pupils, small groups or whole class. Intervention work should be completed by pupils in purple pen with the adults' initials and ratio.



- ✓ Feedback should be provided daily through live marking (verbal or written) where possible.
- ✓ The fortnightly independent write should also include written feedback on an area of development alongside a positive comment.
- ✓ Basic errors should **consistently** be addressed (such as number/letter formation, spelling and punctuation) at the appropriate pitch of the pupil.
- ✓ **All staff** handwriting should follow the Kinetic scheme of work (vertical line for snuggling, horizontal line for grounding, line demonstrating scared or brave monkey starting points).
- ✓ As a minimum, lessons delivered by external supply should be acknowledged with the code ST and lessons delivered by Placement Students acknowledged with the code PS. The LI symbols should also be used to indicate outcome.
- ✓ If an adult has supported a child during a lesson then the appropriate ratio with the supporting adults initials should be seen adjacent to the work.
- ✓ Children who have additional needs and require the support of an adult 1:1, should still have their books regularly looked at and marked by the class teacher.