

Feedback & Monitoring Policy



Community First
Academy Trust

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Feedback and Monitoring Summary

Effective feedback is essential in accelerating pupil's progress. Feedback is at the heart of interaction between teacher and pupil (acknowledging work, checking outcomes, identifying next steps) with the primary aim of accelerating pupil progress. At Platt Bridge, this is achieved without extensive written dialogue or comments. ALL feedback, both verbal and written should ALWAYS be meaningful, manageable and motivating. Next steps in learning are identified through:

- Daily reactive planning, building on pupil's knowledge and understanding
- Verbal discussions between teacher and pupil
- Marking in books when appropriate

Pupil Conferencing

We give children verbal feedback on their progress whenever it is necessary, as learning is maximised when children enter into a dialogue about their work. This feedback (Pupil Conferencing) can be done at any appropriate stage throughout a lesson or at the beginning of the next lesson. Our differentiated input approach allows constant and purposeful feedback to take place in every lesson.

Written Feedback

When more feedback is needed, we write comments on the children's work during marking. We allow time during the lesson for the children to absorb any comments written on their work, to answer any questions written on it by the teacher. Marking and feedback will also pick up on any simple errors in both spelling and punctuation. We also use a Marking Code with which Teachers annotate pupils work. This code is displayed in the pupil's workbooks and is explained regularly so that pupils understand its purpose.

Pupils Self Edit for Improvement

In writing, we encourage pupils to self-edit throughout the composition of writing: planning, writing, editing and review stages. Independent edited writing will be used to assess children's skills in composition, spelling, punctuation and grammar; areas for improvement will be fed back to pupils and acted upon promptly.

In KS1 shared editing takes place to develop the children's skills in preparation to edit their own work.

Teacher Initials	Thank you, I have seen this work
CA	Challenge achieved
PC	Pupil conference
P*	The presentation of this work is excellent
P	The presentation of this work is acceptable
△P	Warning about this presentation
E*	Excellent effort
E	Good effort
△E	Unacceptable effort. I will follow up this with you verbally
~~~~~	Check that this makes sense
————	Spelling
//	New line
^	Something has been missed out
⊙?	Punctuation missing
S	Worked with some support
G	Guided with heavy support