



'BE THE BEST YOU CAN BE!'

Feedback Policy

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Please note that the version of this document contained within the **Policy Folder on our school network** is the only version that is maintained.

Any printed copies or PDF versions should therefore be viewed as "uncontrolled" and as such, may not necessarily contain the latest updates and amendments.

Introduction

The following Feedback Policy has been written to support Teachers, Learning Support Assistants, children and parents' understanding of our response to children's work. We believe the policy is important to achieve consistency between different teachers with whom children will have contact as they move through the school. **Feedback should be 'Meaningful, Manageable and Motivating'**

Feedback facilitates progress for teaching and learning and is a tool in the assessment process. Feedback, either verbal or written, provides opportunities to gather information about a child's understanding, progress, involvement and application (Meaningful). Whether written or verbal, feedback is an important link in the communication between child and teacher. It is also a reflection of the teacher's appreciation of the child's effort, interest and development (Motivating). It aims to stimulate and encourage the child to love learning and be motivated to do well and empowers him or her to take responsibility for improving their own work (Manageable).

Our Aims

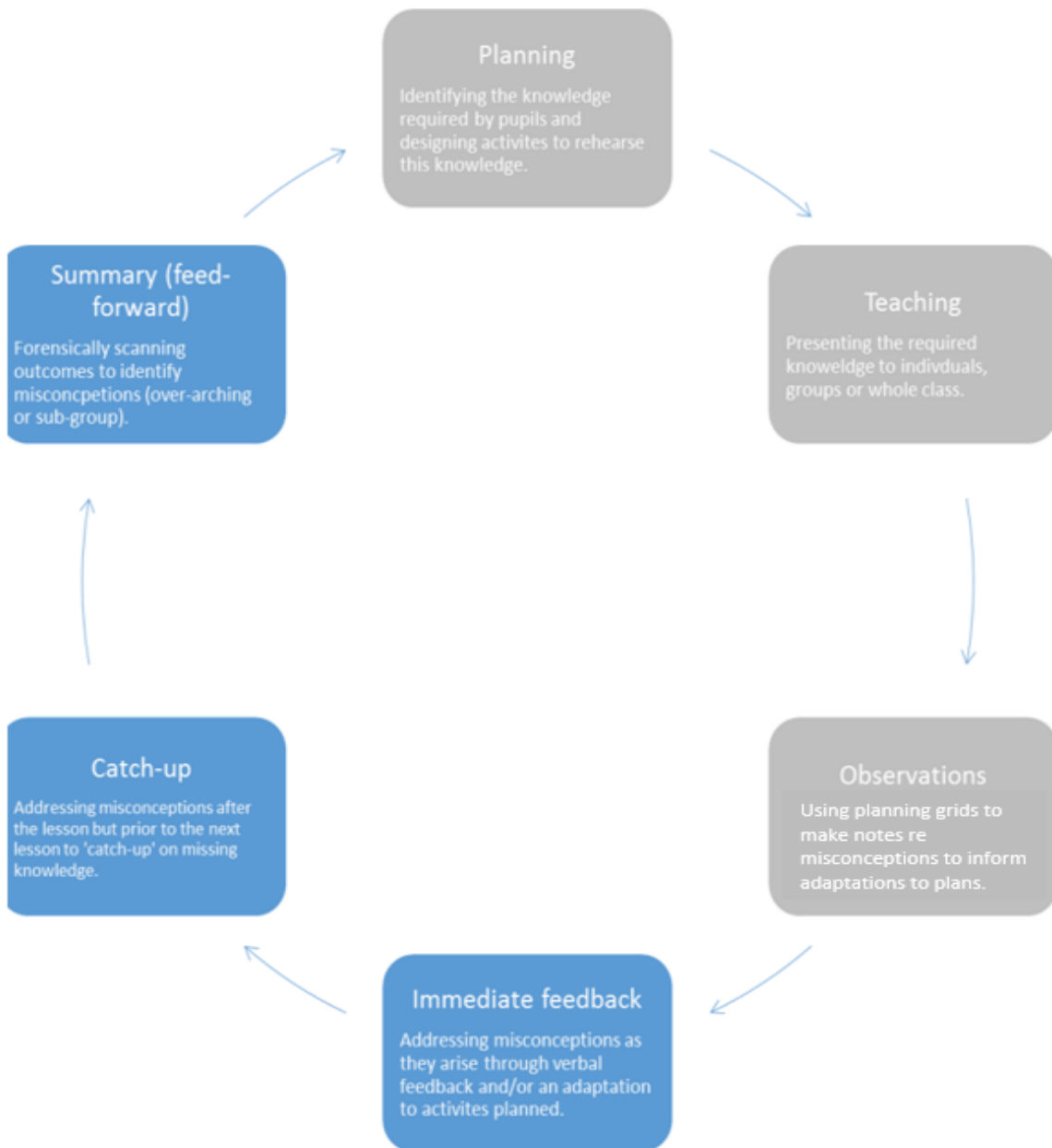
- To provide feedback to children on their achievements and identify opportunities for improvement.
- To ensure consistency of practice across the school.
- To inform Teachers and Learning Support Assistants future lesson plans
- To encourage self-evaluation and development.
- To show children that their work has been appreciated and valued.
- Feedback will be a positive process and focus on the learning objectives of the lesson.
- Feedback will be different, depending on the purpose of the work and will take into account teachers' knowledge of the individual child.
- Comments, whether oral or written, will be constructive, precise and give a child guidance on how to improve his/ her work.
- Time will be given for children to 'Green Pen' edit.
- Feedback must be given within or soon after the lesson. (often in next lesson)

Our feedback cycle:

Our feedback cycle aims to make use of good practice approaches (EEF toolkit; DfE 2016) to ensure that children are provided with timely and purposeful feedback that furthers their learning.

Our cycle enables teachers to gather assessments that enable them to adjust their teaching both within and across a sequence of lessons. 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 common stages in the learning process:



The importance of editing in our feedback cycle:

“Accepting work that pupils have not checked sufficiently and then providing extensive feedback detracts from pupils’ responsibility for their own learning, particularly in editing and drafting skills. Pupils should be taught and encouraged to check their own work by understanding the success criteria, presented in an age-appropriate way, so that they complete work to the highest standard.” (DfE, 2016).

It is vital that opportunities for editing are planned within a unit. Such opportunities allow children to reflect on their own knowledge and make corrections or improvements when cognitive load is reduced e.g., number formation is the sole focus. For editing to be successful it must be focused by clear learning intentions

How we give feedback:

| <u>Type</u> | <u>What it looks like</u> | <u>Evidence (for observers)</u> |
|-------------------------------|---|--|
| Immediate | <ul style="list-style-type: none"> ● Expectations regarding minimum expectations for each year group will be included in class teaching and be included in classroom displays ● It takes place during a lesson with individuals, groups or the whole class. ● Includes the teacher and/or teaching assistant gathering assessments from their teaching e.g., whiteboard work, book work, verbal answers. ● Often given verbally to pupils for immediate actions. ● Praises effort and contributions. ● May involve the use of a teaching assistant to provide support or further challenge. ● May re-direct the focus of teaching or the task. | Lesson observations; learning walks |
| Responsive (catch-up) | <ul style="list-style-type: none"> ● Takes place after the lesson or activity with individuals or groups. ● Re-addresses knowledge from the lesson or activity or addresses missing prior knowledge. Often given verbally with time to rehearse knowledge immediately. ● An element of the child's responses to catch-up are recorded in their workbooks to show progress over time. | Learning walks; catch-up observations; book looks. |
| Summary (feed-forward) | <ul style="list-style-type: none"> ● Involves reading/looking at the work of all pupils at the end of a lesson or unit. This review by the teacher is indicated with tick/initials for sentence/word work and the use of highlighting (pink 'think' (Yrs 3 &4) and yellow for 'yes') for longer pieces of written English work. ● Identifies key strengths and misconceptions for the whole class or sub-groups ● Takes place during the following lesson. ● Addresses over-arching strengths (yellow highlighting) and misconceptions (pink highlighting/purple pen) as well as specific misconceptions for some groups of children. ● Involves allocating time for editing based on the feedback given or rehearsal of the knowledge. ● Editing is done in green pen or lead pencil. ● May involve some peer support or support from a teaching assistant. ● May be delivered by the teacher or a TA. | Annotated plans Planning reviews Lesson observations Learning walks Book Looks |

All Work

- The expectations should be made explicit in the teaching and reinforced via classroom notices/displays and working wall.
- All new pieces of work should be dated at the top of the page.
- All titles should be underlined and should reflect the learning intention of the lesson outlined by the teacher.
- All pages must have a margin on the left-hand side.
- Use a pencil for drawings, underlining & arrows. Use neat lines to cross out.
- Teacher marking should be in purple pen to clearly distinguish it from children's work.

English work

- Feedback should be in response to the planned Learning Objective or to the 'What makes good/excellent' criteria. The 'What makes good' criteria must explicitly reflect the TAF (Teacher Assessment Framework) for Yr6 and the Writing Assessment Grids for Yrs 3-5
- Highlighting -Yellow for 'yes' will be used across the school for longer written pieces of work to show and celebrate good work. Pink for 'think' highlighting will be used in Years 3 & 4 and purple pen marking in Yrs 5 & 6 to highlight where editing is needed
- Class teachers will use this highlighting/purple pen marking as part of the whole class feedback indicated in the responsive and summary stages of the feedback cycle.
- Longer pieces of writing should be written in stages/paragraphs with opportunities for editing. 'What makes good' criteria (2 or 3 statements) for each stage/paragraph can be used to give feedback.

Children's responses to feedback (and subsequent work completed) are the evidence that feedback has been discussed with the individual or class. Annotations to this effect will be in the teacher's planning folder.

- Generally, 3-5 spellings should be identified in any piece of work, too many can be disheartening ('sp' in the margin for sentence work and 'sp' errors in pink/purple pen in longer pieces of writing). Time needs to be given for children to correct these spellings.
- Pupils should be encouraged to write with a blue handwriting pen as soon as possible when appropriate.
- Straightforward English work such as retrieval comprehension questions and grammar/sentence work, can be peer/self- evaluated and marked using green pen. More complex grammar or comprehension questions (e.g., inference), should be marked by the teacher and time given for feedback and self-editing and corrections.
- Peer/self-assessment must be verified by the teacher (initials, or ticks)

Mathematics work

- Only pencils must be used for maths work.
- All working out must be shown in the book.
- Teachers will use the following symbols:
dots, underline work or circle work to indicate an error. The pupil will need to correct his/ her mistakes in green pen either next to the incorrect answer or under the work. There should be no crosses on the work except in Mental Maths.
- In long multiplication, division or a multi-step question each part must be marked so errors can be easily identified.

- Pupils must ensure they use one digit in one square.
- If the work has been peer or self-assessed, the teacher should acknowledge this with their initials. This check should be made to ensure errors have been correctly identified.

Science work

- Only pencils can be used for all written work.
- All diagrams, charts and graphs must be completed in pencil.
- When used, graph paper must be neatly folded and securely placed into the Science book.
- Close attention should be made to predictions, method and conclusions ensuring constructive comments have been made.
- Targets for the pupil to work towards will be clearly shown on the inside cover of their science book.

Computing work

- Feedback is integral within Computing lessons as part of Assessment for Learning. It will inform guidance and next steps provided by the teacher.
- The teacher will also make relevant assessments each term for pupils in the class – these are based on statements in the National Curriculum for Computing.

Art and Design Technology work

- All work should be practiced in pupil sketchbooks
- Art/DT work does not need to be marked. However, constructive helpful comments may be written about how the work has been carried out. These can be shared as whole class feedback points highlighting how the work could be improved.
- Art/DT work is celebrated in classroom and corridor displays.

History, Geography and R.E work

- Pupil work must be recorded and stored in Green A4 books using similar sized paper.
- All work must be marked using a purple pen. The comments will focus on the learning objective and will vary depending on the activity. In addition to this, if a project is set for homework, an overall teacher comment must be made about how the pupil carried out their work, highlighting strengths and identifying areas of improvement.
- Projects set for holiday homework should be presented by the children in class, commented on and displayed in corridors or classrooms.

Recognition of Achievement (Motivating)

Children's Achievements will be celebrated in a variety of ways. At Year Group assemblies during the term, the class teachers will share and celebrate the work by presenting pupils with a certificate for accomplishing a high standard.

Children who have achieved well or made significant effort and progress will be considered for an end of term certificate. Their names will be recorded in the Head Teacher Award Book, and they will be presented with a certificate at the end of year award assembly by the Head Teacher.

Symbols and Signs

The symbols used by the school will be displayed on a laminated poster in the classroom so that everyone understands the Marking codes and fosters a consistent approach across the school. (Refer to Appendix)

Monitoring and Evaluation

The marks achieved by pupils in some of their work and during various tests e.g. Spelling will be recorded accurately in the Teacher Mark Book/Excel Spread Sheet.

End of year pupil/ teacher assessment Levels will be recorded on the school Assessment Grids (Staff Resources>Assessment>Calendar Year >Class). Pupil progress meetings with Year leaders and SLT where relevant to discuss and review consistency of assessment across year groups.

This information will also be shared and discussed as part of the class handover with next year's class teacher. (See Assessment Policy)

The Head teacher, Deputy, Assistant Head and Curriculum Leaders will monitor feedback practices across the school and review how the policy is raising children's standards of attainment. To maintain consistency of practice across the school, the policy will be reviewed annually.

Making Feedback/Marking Manageable -some points for consideration

- It is a mistaken culture that learning has not taken place unless the pupil has written something down. Other reinforcements, such as discussion, drama, debates and pupil presentations can be just as effective at times.
- Opportunities to demonstrate common errors to the pupils in shared sessions and model what you are looking for is good practice.
- Use feedback time at the start of subsequent lessons to reinforce the learning intention and encourage children to evaluate and edit their own work.
- Pupils should be taught how to self and peer edit a piece of work when required. Remind the pupils they should act responsibly and respectfully when editing.
- Consider your time management for written feedback

APPENDIX 1 – Marking Symbols

MARKING SYMBOLS to help you understand and improve your work

| | | | |
|---|--|-------------------------------------|----------------------------------|
| Sp This word is spelt incorrectly | clafs Capital Letters & Full Stops | ✓ Correct | // Incorrect Paragraph |
| T Your next target is... | ^ Missing word | CL Capital Letters | ? Please check this |
| FS Full Stops | | | |

APPENDIX 2 – Amendment to Marking Policy due to COVID-19

Our school marking policy including the use of highlighting and green pen still applies. This appendix is to outline the expectations for marking pupils' work considering the current situation.

Some documents and ideas that teachers may use are stored in:

Staff Resources>non subject specific>Teaching and Learning>Whole Class Marking.

The key principle is that the marking of children's work must be completed for feedback and next steps. Marking & Feedback forms part of the Teacher Standards.

Maths work and some Literacy work may be marked as a whole class, but teachers also need to oversee the work to consider next steps/gaps in individuals' learning. The expectation is that this whole class marking will result in editing using green pen corrections. Evidence of teacher's input to this marking is expected, for example:

- Incorrect work repeated/edited/corrected.
- Teacher marking during the lesson.
- A 'Now try this question' to be completed as part of the lesson or in the next lesson.

Other literacy work, for example, extended pieces of writing, should be individually marked by the teacher to support the next lesson/next steps in learning.

Whole class feedback can form part of this with relevant green pen corrections/editing being evident.

Books can be taken home if teachers prefer to manage their workload in this way. Having a 'rota' for marking so that the books are 'quarantined' is a good idea although this will need careful thought for literacy in terms of the sequencing of lessons.

Other subjects – again the key principle applies. Where these lessons are happening once per week, it is easier to 'quarantine' the books for 72 hours before marking them.

Spanish lesson time can be used for marking in the staff workroom.

Year group leaders and teachers should regularly share books to see the marking that is happening.

Sharing one subject's books per week is recommended within year groups to share best practice.