Resilience **E**mpathy **S**elf-Awareness **P**ositivity **E**xcellence **C**ommunication **T**eamwork

Feedback

Policy

Reviewed	September 2022
Next Review Date	September 2024

This Policy for Feedback has been formulated by Staff and Governors of the School to support the aims of the School. In particular, the children in our care will be happy, confident and independent who will contribute to the Local Community. This policy will also embody our aim to use our RESPECT characteristics to promote positive relationships, experiences and behaviour with a calm and consistent approach. The effectiveness of these policies will be reviewed on a regular basis by Staff and Governors to ensure they continue to support our aims. We aim to promote these policies across the Community in order to ensure that they are living documents which support us in our everyday work.

Policy for Feedback

Purpose

This policy acts as a guide to giving feedback on children's work to ensure a commonality of expectation and consistency of quality throughout the school.

Aims

To ensure marking helps children to reach higher standards in their work and impacts on progress immediately and over time
To ensure consistency of approach throughout the whole school
To raise standards and inform future planning and individual target setting
To ensure pupils have an active involvement in assessing their own learning and that of their peers
To provide effective feedback to pupils on how to improve their work, including next steps
To evaluate and record each pupil's attainment and marking

Rationale

We believe marking and feedback are an important part of the assessment process and that it has three purposes:

1. To help children **understand** what they have done well
2. To help children to understand **how** to improve
3. To help children to make **visible** signs of improvement as a result of feedback

To ensure children understand what they have done well they need to know both what they have done well **and** the reasons for it. COW time (Check our Work) discussions with children about recently marked work should display a good understanding of **both** these points.

To ensure all groups of children understand how to improve different types of prompts should be used. We use a mixture of challenge, reminder, process and example prompts, as appropriate, to help pupils to understand.

Without visible signs of progress emerging from marking or feedback, there are no signs of effectiveness. Teachers and assistants should ensure that time is given to act upon the guidance so that children make improvements.

Characteristics of effective feedback

- Both teachers and pupils need to be clear about the assessment criteria that will inform marking and feedback. Marking with feedback should therefore:
- Be manageable for teachers and accessible to children
- Relate to the learning objective or steps to mastery and comment on previous attainment
- Involve all adults working with the children in the classroom

- Give recognition and praise for achievement and clear strategies for improvement
- Allow specific time for children to read, reflect and response to marking
- Respond to individual learning needs, marking face to face with some and at a distance with others
- Use 1-2-1, small group and whole class feedback strategies
- Inform future planning and target setting
- Use consistent codes across the school
- Ultimately be seen by children as a positive approach to improving their learning and be motivating
- Impacts on sustained progress over time

Consistency

The three purposes of marking should be evident in all classes and in all subjects throughout the school. However, approaches may differ. We aim to have a consistency of quality marking rather than approach.

Sometimes it is appropriate to give feedback verbally and sometimes it is more appropriate to give feedback in writing. Each time though, the three purposes should be developed.

Where verbal feedback is given for children's recorded work, it is often appropriate to use "Key Word Marking" which is an indication that feedback has been given. This is to help both the children and the teacher to remember what was discussed so the work can later be checked for visible signs of improvement.

Section A – Basic Requirements

i.   Work (Learning Objective) is highlighted daily in Green and Pink pen by teachers and , at their direction, teaching assistants.
ii. If work is being assessed in a lesson during group work it is sufficient to tick the work and Key Word Marking should be adopted. The LO Band should be highlighted. This is based on the assumption that the member of staff has discussed with the child what they have done well and what they need to do to improve.
iii. Split the books into three piles for feedback
iv. Visible signs of improvement should be present
v.   All children who are not fed back to through daily group work will have work distance marked and must be at least ticked and dated with the LO Band statement highlighted to indicate attainment in that lesson against that specific LO.

Section B – Quality Marking (Deep Marking)

Work that is distance marked should follow the principles of the three purposes. The following system should be commonly used:

Teachers read the whole piece of work through to get a sense of what the child has achieved.

1. Highlight in green (Good to be Green) where the child has written the best aspects against the learning objectives or tick and indicate in pink (Pink for Think) where some improvement can be made and make reference to next steps in learning
2. Write guidance prompt for the child to help them improve their work
3. Use the marking code to indicate what type of error it is
4. Set aside time when the child can respond to the prompt

Types of guidance prompt to be used:

- **<u>Challenge</u>**

Now can you tell me more about the atmosphere in the forest?

- **<u>Reminder</u>**

What should you include in the setting for the story? Can you think about this and add more?

- **<u>Steps</u>**

First go and check you have added a sentence about the setting.

Then see if you can add a little more detail about what you can see.

- **<u>Example</u>**

Put this sentence into your story here * to improve the description of the setting

The following table suggests how these guidance comments should be used:

Guidance Type				
Ability	More Able	**CHALLENGE**	Later	Teaching Sequence
		REMINDER		
		STEPS		
	Less Able	**EXAMPLE**	Earlier	

Section C - Responding to Marking

It is vital that children must be given time to respond to guidance given either through distance marking or verbal feedback, at the start of the following lesson. Each English and Maths lesson should start with COW time (Check our Work)

These opportunities must be specifically planned into lessons and children should be allowed sufficient time to respond in order to show visible signs of improvement. Every child must have a Cow time activity at the start of a lesson, this could be 1-2-1, small group or whole class feedback. Teachers must use the COW Time Feedback sheet/notebook slide to present to children. The following are common methods:

- Respond sessions as starter activities (Cow Time)
- Feedback and respond lessons
- Plenary sessions in response to work done that lesson (COW Time)
- Homework to consolidate or enhance learning
- Whenever a child records a response to marking it must be done in a purple pen. This will help evidence the marking, feedback and responding process and make it easier to identify the area that has been corrected/improved.

Differentiation by age

Not all strategies and systems outlined above are appropriate to phases of the school and therefore expectations vary and are outlined as follows:

1. **Foundation Stage** – in nursery and reception, the teachers will focus mainly on giving high quality oral feedback but may write a comment on work with the child.
2. **Key Stage 1 –** Teachers particularly in Year 1 and with lower ability Year 2 children may write assessment comments on children's work that are not intended to be used by the children but are there to inform the teacher's future planning needs. Section B comments may well need to be read to the children and it is to the teacher's discretion as to how that is managed. Section C is developed throughout Year1 and should be fully embedded for Year 2.
3. **Key Stage 2 –** Sections A, B and C are adhered to by teachers and teaching assistants in Key Stage 2.

Self and Peer Assessment

Learning objectives with band descriptors are displayed in children's books. At the end of lessons, the children are asked assess how well they have achieved the objective and what band they feel they have achieved. This may vary between year groups. The LO Band statement should then be highlighted to reflect outcome.

Children are systematically asked to assess their own or other's work. This system will vary between year groups and can be approached in various ways such as (but not limited to):

- Use examples of anonymous pupils work and ask peers to suggest possible ways to improve the work and how they could meet the success criteria.
- Ask pupils to use some or all of the success criteria to comment on strengths of each other's work and to identify areas for improvement using set criteria.
- Asking pupils to think whether an answer or work is reasonable, whether they could add anything to it or whether they would have given another answer.
- Asking pupils to develop their own success criteria for pieces of work.

Spelling and Punctuation Marking

No one approach works for this as this will vary hugely on context. Teachers should adopt an approach that allows children to show visible signs of progress. Comments that are successful at securing visible signs of progress are below:

- Now go an re-write the sentence using capital letters for names
- Now can you show me how to correctly spell the words I underlined?
- Please can you now go back and put commas to separate any items in a list?

Presentation

The presentation of a child's work will be assessed and commented upon constantly and consistently until there is a marked improvement.

Marking personal attributes / targets

Quite often it will be appropriate to mark and comment on a child's personal attributes as this may help to improve achievement. These should be linked to the 'RESPECT' criteria where possible. These attributes could be:

- Not giving up (Resilience)
- Trying new things (Passion)
- Concentration (Perseverance)
- Working Hard (Perseverance)
- Understanding others (Empathy)/(Self Aware)
- Improving (Excellence)/(Self Aware)
- Imagining (Passion)
- Pushing themselves (Perseverance)

Making Marking Manageable

- Plan for your marking and spread the load
- Plan time for children's responses – COW Time

- Use a range of marking strategies to fit your timetable e.g., class marking, self and peer assessment
- Use the marking codes effectively e.g., symbols, pink and green etc
- Invest the time in training e.g., TA's, children in the different strategies
- Work together! – Organise time to mark with colleagues, share ideas and keep each other motivated!
- Be prepared – ensure you have the correct resources ready to go e.g., highlighters, coloured pens, ruler, and marking code to hand.

Marking Symbols

- SP – spelling mistake in text
- P – punctuation error on this line
- G – grammatical error on this line
- CL – capital letter needed/used incorrectly
- S – Supported work
- VF – verbal feedback given
- ^ - word omitted
- // - new paragraph needed
- ✓- correct answer/mark given
- O – incorrect working/circle the error (maths)
- ∩ - finger space needed

Monitoring

The application of this policy will be monitored through staff meetings, subject team meetings and senior leadership work samples throughout the year at least once per term.