



Great Easton Primary Feedback Policy



This policy was written by all teachers during Professional Development meetings and this draft was finalised 22nd March 2016 and reviewed 19th April 2016. It was shared with the School Improvement Ambassadors on 13th April 2016 and their ideas have incorporated.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

All staff consulted: April 2016

Agreed by Governors on Learning and Teaching Committee: 8th June 2016

To be reviewed by: April 2018

Principles:

Our feedback policy is based on the principles that:

- Children have the right to be given feedback on their achievements and to be given advice for their future learning
- Feedback informs all participants in the learning process of the progress made and feeds into the next cycle of planning for teaching and learning
- Regular feedback keeps the teacher well-informed about individual needs and abilities within the class and helps to raise standards
- Quality feedback and the subsequent actions taken visibly show the learning and progress taking place over time
- *Teachers are expected to use their judgement when marking and giving feedback. Monitoring will judge the effectiveness of this. We are on a Talk for Writing journey and this policy is regularly reviewed and adapted to reflect this and is such remains in a draft form.*

Conditions needed for Effective Feedback to take place

Conditions for Effective Feedback	How they can be fulfilled
Children understand the learning intention	<ul style="list-style-type: none">✓ Children are given the learning objective at the point at which it will affect performance not to know✓ Children are involved in constructing the toolkit (success criteria), using them to know what should or could be included in their work; and are able to use them to evaluate their progress✓ Children understand the ingredients of excellence, having seen more than one model.
Children are given opportunities to compare their own performance with the learning intention.	<ul style="list-style-type: none">✓ Children can articulate to peers and teachers their understanding of the task and how it relates to the learning objective in an age appropriate way.✓ Mid-lesson learning boosts (mini-plenaries using iPads) enable children to analyse random examples for successes, even better ifs and opportunities to magpie ideas.✓ Adult interactions in lessons enables pupils to focus in on how they are doing.

<p>Children are given opportunities to edit and improve their work.</p>	<ul style="list-style-type: none"> ✓ Feedback given prompts children to edit and improve. ✓ Review and improvement is part of the learning culture. ✓ Children have opportunities to improve work collaboratively. ✓ Children have opportunities to self-improve work.
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(Table adapted from Shirley Clarke 'Outstanding Formative Assessment; Culture and Practice')

Adaptations to the feedback policy have been made to allow teachers, LSAs and pupils to practice effective feedback and marking, and as a result of action research as part of the Talk for Writing project started in 2015.

Expectations:

There must be a **balance of teacher feedback and evidence of feedback, collaborative improvement and self assessment/improvement** in all exercise books. Improvements that are made should be visible, and as such are made using a 'purple polishing pen'. Guidance can be found below.

Notes on Detailed Feedback:

- Relevant areas of detailed marking will be introduced during Reception, in preparation for key stage one, although it is expected that children will be given more oral feedback at this stage and that this is evidenced using agreed codes (see attached guidance).

Guidance for Effective Feedback and Marking by Teachers and Other Adults:

Remember that teacher marking is most effective if:

- It informs both the child and the teacher of what has been achieved and what needs to happen next.
- The children have frequent opportunities to read and respond to feedback.
- It is informing the teacher of learning needs which are incorporated into future planning.

- There are opportunities for feedback in the presence of the child
- Effort is acknowledged alongside achievement

Feedback by teachers should take the following forms, as appropriate to the learning:

- Feedback is related directly to the learning intention and toolkit (success criteria)
- The use of **brilliant blue** highlighter to promote **positive aspects** and a **polishing pink highlighter** to draw attention to **areas for development** within a piece of work.
- Not every incorrect spelling needs to be corrected by the teacher, but persistent areas should be commented on, and incorporated into the planning. The children use a 'dot it, don't dodge it' approach to encourage them to be brave in their word choices even if they are unsure of the spellings.
- Positive comments may be alongside guidance for pupils in moving their learning forward.
- Within written feedback these examples may be used:
 - an open question is posed, specifically related to the learning objective, enabling pupils to think about next steps;
 - a correct example given by teacher, followed by an example (s) that the child completes; or
 - a request to do some corrections (with evidence that pupils have attempted these)
- Verbal feedback to be acknowledged in books (using code VF and if appropriate a summary of what the feedback was). Useful symbols and marking codes are agreed by all teachers and discussed with LSAs. Reception and KS1 have additional symbols they may use. These symbols are shared with children and displayed in the classroom. See attached document.

Note: All adults' handwriting needs to be legible as a **model for the child** and in a contrasting colour to the child's work.

Guidance for Peer & Collaborative Improvement and Self-Assessment/Improvement

Children need to be trained in how to peer and self assess meaningfully, in order that time spent in lesson, on this, is beneficial to their learning. Teachers must be conscious of 'checking' the quality of peer and self improvements made by the children and 'acknowledgement' comments may be made.

To make effective improvements to their work there is space left for children to edit and improve it on the opposite page.

Peer & Collaborative Improvement:

Peer improvement happens when children work with their learning partner to edit and develop a piece of work. It is not when partners swap books and individually 'check' and assess the others' work. To be collaborative, both children read and discuss one of their pieces together, decide the best bits (which may not be the same) giving reasons why, then together talk about the improvements that could be made - which the 'owner' of the work makes, using a purple polishing pen.

To indicate that a piece of work has been collaboratively /peer improved 'pi' for peer improved will be written below the work with the initials of the pupils involved.

Self-Assessment / Improvement

In line with developing growth mindsets in children we need to embed a culture of review and improving work, frequently. Self-assessment / improvement happens when children are asked to reflect on their work, reviewing their successes against the agreed toolkit (success criteria).

Planned time should be given to allow children to self-assess, perhaps during a 'learning boost' or at the end of the lesson. There will also be evidence of pupils improving their work after verbal feedback has been given. To help evidence where this has taken place children should use a purple polishing pen.

For 'hot' tasks in writing comparison will be made with the 'cold' task by the teacher as part of on-going assessments. Recognition of improvements made since the 'cold' piece will be made but next steps (pink pen) won't usually be given.

Moderation:

It is expected that moderation (intra and inter schools) will occur regularly throughout the academic year.

Monitoring:

Feedback and marking will be monitored by all teaching staff through looking at samples of books, learning walks, lesson observations and pupil perceptions.



Parent/Carer Feedback

As part of our SMART learning approach to homework, children take exercise books home weekly to allow parents and carers to have the time to look at their work and discuss their child's learning with them. The teachers have a 'SMART' stamp which may be used to indicate areas for parents to focus on with their children should they wish to. This may be an area of great improvement or an area in which they would benefit from some additional discussion.

We welcome, and value, parents and carers comments in the children's books as this shows their active involvement and offers more opportunities for the children's learning and attitude to learning to be praised and valued.

Feedback Codes

The following codes may be used by children, teachers and LSAs. Adults will choose the most appropriate feedback method for the child and task.

The pictures below show the symbols we use to show how successful learning has been.

-  e exceeded (did better) than the expected learning objective
-  Achieved the learning objective
-  Needs to consolidate the learning objective
-  didn't meet (didn't do as well) as the expected learning outcome

Next steps or improvements will be indicated
Some teachers use tabs. ALL teachers allow time for children to respond to feedback.



Two stars



and a wish.

Peer and self-improvement used to comment on learning by referring to toolkit

VF = Verbal Feedback i=independent work s=support
given by teacher or LSA

i/s=independent then supported s/i= supported then

worked independently

PI and child's initial to indicate who has 'peer improvement' the work



Faces or traffic lights used to show how confident you feel about your work (be honest!) *They should be a certain size, neat and not too elaborate.*



Pupil Feedback- this will be used as age appropriate. Younger children will talk about their learning rather than record in writing.

WINK (what I now know) or a comment to indicate what you have learned in the lesson that you didn't know before? This is your chance to tell your teacher about your learning and how well you have been challenged. How hard did you have to think?

P →

presentation needs improving

T →

not enough work for the time given



Purple polishing pens for editing work, responding to next step comments and marking their maths etc.

Teachers to use a different colour- NOT PURPLE for comments. This is to make sure the children's improvements are always clear to see.



Pink for 'think or polish' and blue for 'brilliant' is used.



Rulers: for underlining and where appropriate in maths.

If children make a mistake they must cross out neatly with a ruler (no scribbling!)

Rubbers are discouraged.

Expectations of work to be neat- margins are not necessary but numbers of questions need to be neat and tidy.

Spelling mistakes for children to re-write should only be words the children should know i.e. high frequency words and common exception words which are very commonly used.