

Taddington and Priestcliffe Primary School

Policy for Feedback

Date of Policy: June 2018

Review Due: June 2020

Introduction

At Taddington and Priestcliffe Primary School we take an evidence-based approach to giving feedback and will take into account the age and stage of the child. All children are entitled to regular and comprehensive feedback on their learning. Therefore all teachers will give feedback as an essential part of the Formative Assessment process. Feedback can take many forms and can be in different directions. The role of the teacher is to exercise their professionalism in planning / deciding which type of feedback will have the greatest impact on pupils learning and when best and how to give it.

Effective feedback must answer two major questions asked by the teacher and or by a student:

- What am I doing successfully?
- Where do I need to go next?
- How will I improve?

For feedback to be effective, teachers must have:

- a good understanding of where pupils are
- a good understanding of where pupils are meant to be
- how best to support pupils in getting to where they should be and
- make these as transparent as possible for pupils

Aims

We offer feedback in order to:

- make children think
- offer them specific information on the extent to which they have met the lesson objective, success criteria and/or the individual targets set for them
- give them a clear picture of how far they have come in their learning
- provide next steps for improvement
- promote self-assessment, whereby they recognise their difficulties and are encouraged to accept guidance from others
- communicate expectations
- gauge their understanding, and identify any misconceptions
- provide a basis both for summative and formative assessment
- provide ongoing assessment that informs our future short, medium and long term planning
- show that we value their work, and encourage them to do the same
- boost their self-esteem and aspirations through use of precise praise and encouragement

Principles of feedback

- Feedback needs to be focused, specific, objective and clearly related to the learning objective and success criteria.
- Feedback should aim to improve the learner, and not just the content.
- Feedback is most effective when the learner feels confident in their ability and can accept success.
- *‘Feedback to any pupil should be about the particular qualities of his or her work, with advice on what he or she can do to improve, and should avoid comparisons with other pupils.’* (Inside the Black Box, Black and Wiliam-2001)
- The feedback given should be honest, recognising the efforts made by the child.
- Feedback in the form of evaluating the impact of their practice on pupils learning is what teachers need in order to modify their future teaching.
- Feedback should reduce cognitive overload by focusing on one or two key areas for improvement.
- Feedback occurs regularly throughout lessons in a variety of forms.
- Feedback can be immediate or delayed. It can be given before, during or after a session.
- Pupils should be encouraged to view errors as natural and useful. Without them, and without quality feedback about them, it is difficult to learn and make progress.
- Pupils need plenty of opportunities to practice giving and using meaningful feedback before it becomes secure.
- Teachers are aware that traffic light colours given beside written comments will negate the effect of the feedback.

Guidelines for marking and feedback

- Y1 and Y2 will stick in a prepared learning question/learning objective and success criteria, progressing onto the Junior model when appropriate.
- Junior children will write the number date and learning question/learning objective for each piece of work which will be underlined and appear at the top of each piece of work.
- Ticks are used where work is correct. Where there are errors, dots are more desirable and are used to give children a chance to self-correct. It may not always be beneficial to tick every correct response*, teachers will use their judgement.

*One of the predicates for effective marking is to get children to think. The teacher may write a comment as opposed to ticking correct responses such as “one of/more than one of the above is/are incorrect – find and fix” this should encourage the child to think, check and proof read. **This sort of marking causes thinking.**

Expectations for marking

L.O.s and LQs are colour coded to indicate success to the learner and as a means of formative assessment. Red (L.O. not met) Orange (working towards the L.O.) or Green (L.O. met). These can be used to select focus groups for the next lesson where relevant.

If a child has had a red or green traffic light, it will be expected that clear evidence of a follow up task, support or activity has been put into place the following lesson. It is expected that this evidence will be clearly seen in books during monitoring. This could be

photographs stuck into books showing concrete resources, word banks or the pupil working in a teacher focus group or on a challenge activity if they have achieved a green traffic light.

If red, amber or green has been marked, there will be clear evidence of intervention that will support the learner. This may be pre learning tasks or some sort of scaffold. These should be stuck in pupil books and should follow the agreed format below.

Green lined postit note- challenge

Amber lined postit - support, scaffold, question to the pupil

Red lined postit prelearning, scaffold, word list, wagoll, peer learning task.

In a typical timetabled teaching week, it is anticipated that for every 2 red, green or amber they receive, they should have support/challenge as identified above.

Success criteria should be shared and understood by all children in every lesson. When appropriate, this will be visible in books and responded to.

Lesson planning should be adapted after each lesson to reflect the learning from the previous lesson. In most cases, children obtaining red or orange assessments in a lesson should receive consolidation, re-teaching or changed teaching in the next lessons to allow them to access the learning objective. Children who grasped a learning objective quickly should be given a follow up task to extend them sideways in their learning. When most of the class have met or extended against a KPI learning objective, those children still not able to access the learning should either be given specific, targeted adult interventions, or follow up tasks.

At least one piece of **Writing** work a week will be marked using the agreed marking code and children will be given time to correct these. Spellings which the teacher feels should not be incorrect (*age related words, high frequency words or words given a high profile on vocabulary displays*) will be highlighted for the child in green with the expectation that they will be fixed.

During all work the below marking code should be used in margin on the line where the error /omission has occurred.

At least one piece of work a week in **Writing** and **Maths** will show evidence of peer or self-assessment using **blue pens**. This will look different for different year groups and children across the school. This will follow evidence-based practice, as explored in our TLC meetings.

Support given by teaching assistant should be indicated with a circled green **TA** label.

A green **I** should be used to indicate independent work that may be used for assessment purposes. Writing that is used to build an assessment profile should have an 'AE' written in top margin next to the date together with a note in the margin on the line of the evidence, so you can locate it easily

Specific green pen next steps or teacher comments will be given where deemed necessary to identify misconceptions or move learning on. This is not an essential as we recognise that effective follow up lesson planning / 'live' intervention is often a more effective tool for progress. Teachers are invited to celebrate success through their

comments making specific reference to the school values e.g. “Well done for showing imagination on your core task today, Gary.”

Examples of poor presentation or poor standards (compared to an individual's usual standards) will be addressed by the teacher and improve as a result.

An agreed marking code will be shared with the pupils. This will be modelled regularly to ensure secure understanding:

Green	You have shown that you understand the learning
Orange	You are on your way to understanding the learning.
Red	Stop! You have struggled with your learning and will need further support to help you succeed in your learning.
I	You have produced this work independently
T	Your teacher has seen your orange/red and has worked with you to support you in your learning
TA/ initials	A teaching support staff member has supported you in your work today
G	Find and fix the grammatical error in this sentence
P	Find and fix the punctuation error in this sentence
Sp	Fix the spelling error in this sentence
?	This sentence doesn't make sense. Fix it
^	Fill in a missing word
⌋	Answer this question to help you improve your learning

Monitoring and review

We are aware of the need to monitor and update the school's feedback policy on a regular basis, so that we can take account of improvements made in our practice and the latest research and evidence. We will therefore review this policy every two years or earlier if necessary.

Review date: March 2022