

**Policy****Feedback**

Author

Teresa Ellington – Interim Principal

Approved by

Date of Approval

September 2023

Review Date

September 2024

## **Feedback Policy**

### **1. Aims of Policy**

- To ensure that feedback is given for the benefit of the children, to enhance their learning and develop independent up-leveling and editing skills.
- To provide consistency and continuity throughout the school so that pupils have a clear understanding of teacher expectations.
- To set out our expectations for high quality but manageable feedback.
- To ensure that feedback is given promptly, is consistent and language used is clear and age appropriate.
- To use feedback as a tool for formative ongoing assessment, ensure children are effectively challenged and visible progress is evident in children's work and aids progression.
- Feedback should make it clear to children what can be improved as well as strengths.
- To ensure that children are given time to read feedback and respond where appropriate.
- To give teachers, teaching assistants and children the skills for effective feedback, in the form of peer and self-assessment.
- To regularly review the feedback policy and carry out moderation. This will ensure consistency of practice across the academy.
- By engaging children in purposeful feedback they are given opportunities to develop their thinking skills and critical voice. Self and peer assessment build trust and respect.

### **2. What do we expect from children?**

- They read and respond (where appropriate) to the comments made by adults in their books, or take part in a conversation.
- They take time to correct and finish off work where appropriate.
- By the end of year 2 children will underline some words they have had a best go at spelling. If there is time before the end of the lesson, they can use a resource to check them. This does not apply to year 1.
- Children will indicate their level of confidence by drawing a face in the margin.

### **3. How do we ensure that children will respond to feedback?**

- For feedback to have an impact on attainment the comments made by the class teacher need to lead children to further develop their understanding of what has been learned and the next steps needed to improve. In some cases the feedback will further explore a pupil's understanding of what they have completed.
- As part of the classroom routine it is essential that children are given time to read the teacher comment from the lesson before and if appropriate respond to it in purple pen. These should be related to the learning intention and success criteria of the lesson and, as far as possible, personalised to the pupil.

### **4. How do we review children's work?**

- To be effective the feedback of children's work must be both regular and frequent. It is sometimes appropriate to give feedback during a lesson and sometimes at the end of a task. During focus group work feedback is best carried out with the child present, although it is recognised that this can sometimes be difficult to accommodate.
- In order for feedback to have the maximum impact it should focus on acknowledgement, support, consolidation, acceleration or challenge (occasionally). Attainment in relation to the learning intention will be identified by underlining it in orange or green for maths and English.
- Teachers should use a colour different to that of children. Children respond in purple.
- Stamps, stars and stickers may be used to provide further specific encouragement and positive reinforcement.
- Verbal feedback (pen in hand) is extremely powerful and is particularly important where reading skills are still developing.
- Think about whether mistakes are a careless error or due to lack of understanding.
- All work will have some form of a mark (tick, smiley face etc) to show that it has been looked at and children's efforts are acknowledged.
- The feedback policy will be brought to the attention of any supply teacher.
- In EYFS adults should regularly date and annotate descriptions or quotes related to specific areas of learning to enable a profile of pupil work to be compiled. It may be appropriate for pupils to comment on these aspects of what they have done well, a problem they have overcome and what they need to improve to develop learning further verbally and for this to be recorded in learning journals.

## **5. What are the requirements for feedback in English and maths?**

- Each piece of work should have a learning intention which is in the child's book and success criteria which has been shared with the whole class. Sometimes the learning intention may span a couple of days. It should be indicated whether the piece of work is supported (S) which is written at the end of the learning intention. If the support is for a specific question then 'S' is written by that question. In EYFS 'E' is used to show the child was encouraged.
- Every piece of work will be marked against the learning intention or checklist.
- Day to day learning will sometimes be followed with a verbal or written supplementary comment/question to 'close the gap'. This will be in the form of a next step, indicated with an arrow → and referring to checklists.
- Symbols will be used to identify areas for improvement (see Appendix A)

## **6. Early Years Foundation Stage (Reception)**

In Reception, learning intentions and success criteria are shared verbally in a child friendly manner in the form of a challenge and what enabling adults will be looking for.

Verbal feedback is essential within EYFS, where adults praise achievement and encourage children to enter into dialogue about their play, work and learning experiences, and next steps for development.

Children are given time to respond to discussion and ideas.

Adults in EYFS should annotate recorded work with the amount of support given, as well as praise and next steps. This process is most effective when shared verbally with the children whilst work is being marked. Within individual 'learning journals', adults should make some evaluative written annotations about children's learning experiences, including photos to record their achievements.

These should be shared with children at least once per half term, enabling them to reflect on their achievements, and what they would like to learn next. This information can be used to inform future planning.

## **7. How do I make feedback manageable?**

- Reviewing children's work can be time consuming but it is an essential part of personalising and accelerating pupil attainment and progress. Effective teachers use many strategies to ensure that work is reviewed regularly and with maximum impact. Some or all of the following strategies are used to make this workload manageable.
- Plan which pieces of work will be reviewed in depth (it is not expected that all work will be reviewed in depth).
- Some pieces of work can be reviewed with groups of children.
- Use peer marking which has been modelled and taught to children.
- Use the feedback code to support the quick reviewing of writing.
- Refine time management skills and use time effectively e.g. during assemblies etc. Ensure work is marked regularly and promptly after completion, to allow for immediate assessment and feedback. Sometimes circumstances will not allow this.

## **8. Types of feedback**

- Personalised quality feedback should be used frequently in maths and English to extend learning and must be differentiated appropriately. When reviewing, assess whether a piece of work requires clarification of learning or if this is a good opportunity to extend the child's learning. Assessment should be against the learning intention and success criteria.
- Verbal Feedback - This means the discussion of work and direct contact with the child. It is particularly appropriate during focus group work. A discussion might be accompanied by a comment in the child's book to serve as a permanent record for the child, teacher and parent. A VF symbol should be used to acknowledge verbal feedback and response has taken place. Only record the nature of the Verbal feedback if it is not evident through improvements made.
- Peer Assessment / Self-Assessment - Children should be involved as far as possible in the analysis and constructive criticism of their own work. We should encourage children to use self-evaluation continually, so that reflection, pride in success, modification and improvement become a natural part of the process of learning.
- Whole class feedback (WCF) – Issues might be shared with the whole class and then children asked to self-check/correct/edit against them.
- For pieces of extended writing a genre check list may be used.
- Assessment against the learning intention and success criteria will be identified by underlining the learning intention in the book in orange (not met) or green (met) for English and maths.

## **Monitoring arrangements**

This policy will be reviewed every year by the Principal. At every review, the policy will be shared with the Academy Council for approval.

## Appendix A

S Support  
E Encouraged

→ Next steps (followed by orange, green, blue and a number) or a written comment if it does not relate to checklist

VF Indicates where verbal feedback has been given. It is not necessary to detail this feedback, but it may form part of the written feedback if no improvement was evident.

WCF Whole class feedback

### Editing

P Missed or incorrect punctuation

O Omitted word (in the margin for years 5 & 6 and no indication of word location)

^ This indicates the location of the omitted word for all year groups and some SEND in Y5/6

CL/FS Used in KS1 to indicate missed basic punctuation

SP To indicate a spelling error

In year 1 the word will be underlined and written under the work. Children will write this three times.

In year 2 the word will be underlined and children independently correct it, some initial sounds may be given.

In year 3 and 4 the word will be underlined and children use resources to correct it.

In year 5 and 6 SP will appear in the margin only

There will be a maximum of 3 words identified, and corrections will be above the error (where space allows)

? Lack of sense

/ Indicates a new line is needed

// Indicates a new paragraph is needed

### Maths

✓ To indicate a correct answer

• To indicate an error which needs correcting (a maximum of three corrections or further adult input followed by completing the work again).