



Feedback Policy

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Draft document to SLT:	02/11/20
Document to staff:	09.11.20
Policy adopted by Governors on:	03.12.20
Review Date 1:	January 2022
Review Date 2:	
Review Date 3:	

Feedback Policy

INTRODUCTION

At Netherbrook Primary School we believe that high quality feedback enables our children to review the progress they have made and clearly shows how to move their learning forward.

1. Aims:

Our policy is underpinned by three main principles.

Meaningful – Our feedback and marking is tailored to the age group, subject and what works best for the pupils and teachers.

Manageable – Our practice ensures that time spent feeding back and marking children's work is efficiently used.

Motivating – The process motivates our pupils to progress, using effective methods to review each child's work.

We aim to give feedback to pupils as close as possible to the point at which the work was done.

We offer feedback in order to:

- Praise children for achieving their Learning Intention
- Give a clear picture of how far they have come in their learning
- Provide effective next steps
- Share expectations
- Gauge pupils' understanding, and address misconceptions
- Provide a basis both for summative and formative assessment and inform individual tracking of progress
- Inform future lesson-planning and resource management

2. Principles of feedback:

Our feedback process comprises four strands.

- 1) Live Marking
- 2) Self and Peer Assessment
- 3) Verbal Feedback
- 4) Assessment of Learning

During the process of offering feedback, teachers' use a combination of live marking, self and peer assessment and verbal feedback to promote the reflection of key learning points and to identify next steps to move learning forward.

At the end of each day, teachers' reflect upon the daily learning experiences and assess each child's learning, informing next steps in the planned learning pathway:

- Any feedback should always be based upon the lesson's learning intention.
- Where met, individual learning targets are acknowledged e.g. those pupils with My Plan targets.
- Comments should be appropriate to the age and ability of the child.
- Children should be encouraged to self and peer assess using purple pen.
- The best feedback and marking is the dialogue that takes place between teacher and pupil while the task is being completed. This should be regular practice in the classroom and addressed immediately by the pupil, in purple pen if editing is required.

3. General Guidance to teachers

Assessment and feedback

- In order to give feedback effectively, you will need a: green pen, pink and yellow highlighter and the verbal feedback stamp. Also ensure all pupils have access to a purple pen.

- All pieces of work will contain the date and Learning Intention (LI). The date and LI should be written by pupils and underlined (from Year 3 onwards). Younger children/SEN may be supported with this.
- The LI must be written as an 'I can...' statement.
- The teacher will share the Success Criteria which should be differentiated accordingly.
- The teacher will give feedback against the Learning Intention and Success Criteria.
- Any written comments, where necessary, should be supportive/developmental, neat, legible and written in green pen. Teaching Assistants will mark in blue.
- If children have worked 1:1 or in a group with the teacher or TA they will put **W/S** next to the learning intention and **I** if the pupil has worked independently in EYFS/KS1 or SEND. Pupils in KS2 are always expected to work independently.
- The teacher will discuss the progress towards the LI/Success Criteria during the lesson and address any misconceptions.
- Self and Peer Assessment –
 - The children will be encouraged to assess their learning against the LI and Success Criteria continually, throughout the lesson, using a range of formative assessment strategies (see AfL policy)
 - When appropriate, children may mark their own or another child's work, but the teacher must always review this marking (use of initials is fine). This should be completed in purple pen.
- All work should always be assessed by the teacher prior to the next lesson – even if the work has been peer assessed, (however teachers do not necessarily need to do any more than initial the work in this case.)
- A spelling mistake that the teacher would like to see corrected, is indicated with **sp** above it and to be written correctly by the child in the margin or beneath the work – as indicated by the teacher.
- Children should be given time each lesson to read and respond to prior marking in purple pen.
- Gap Tasks – to close the gap between what was actually achieved and what was intended. Teachers should avoid comments like: 'Good work', and 'you have tried hard' and should focus solely on narrowing the achievement gap.
- Teachers should create an exemplar and this should be shared by the teacher or pupils to show 'what a good one looks like' (WAGOLL). This should be used to measure the children's progress and achievement against.

4. Purple Pen

The purple pen is to be used by the pupils in the following cases:

- Editing work
- Corrections
- Completing Gap Tasks
- Responding to feedback
- Self/peer evaluations
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5. Specific guidelines for English:

This 'Assessment Grid' should be used for all extended English pieces of writing in Discovery Books. E.g:

Date:	Monday 7th September 2020	LI:	I can write a recount.
Steps to Success		Self Review	Peer Review
1	I have used all capital letters and full stops correctly	✓	✓
2	I have used commas to separate items in a list	✓	.
3	I have used subordinate clauses to add extra information	✓	✓
4	I have used paragraphs to link my ideas together	.	.
5	I have used the past tense, first person correctly	.	.
6	I have used fronted adverbials to add interest for the reader	✓	✓
GT	Rewrite your first paragraph to make sure you have used the first person and past tense . E.g. Yesterday , I went to the park and I really enjoyed it.		

Teacher Guidance:

1. Choose the 'standard' or NC objective.
2. Create the exemplar of what a good one looks like (WAGOLL).
3. Work back from the WAGOLL to create the Success Criteria.
4. Use the Assessment Grid above for all pupils (could be differentiated or graduated in difficulty).
5. During verbal feedback, use the GT (Gap task) to act upon the issue of greatest 'Leverage' for that child – what will make the biggest impact in their progress towards achieving the standard or NC objective/key skill.
6. Pupils can self and peer assess against the same criteria, checking the child's own understanding of what they have achieved.
7. Keep the Success Criteria relevant to the LI and make sure that they allow the child to achieve the objective.
8. The most important things on the grid should be what the child needs to work on – this may just be capital letters and full stops for example – **DO NOT** move on to more complex issues until pupils have mastered these basic points if they remain an issue.

6. Topic writing:

For more frequent 'topic' pieces of writing teachers should:

- Use yellow/pink highlighters (Pink to think/edit and yellow = golden sentence)
- Not write excessive comments - stick to the GT (Gap Task) that acts on the most important issue linked to that piece. This should be personalised to each child.
- Remember to ALWAYS allow time for Gap tasks to be acted upon.
- Progress should be evident and rapid – seen within 2 weeks not months – if pupils are instructed to fix something they should do it immediately. If you give advice that ...next time... they should follow that advice and make the improvement straight away – make sure you give lots of reminders about this.
- If spellings are an issue – e.g. not at the appropriate age related level, then choose a few for pupils to self-correct but not as the Gap Task.
- An area for development will be highlighted in **pink**. This will be linked to where a success criterion has not been met, or where further improvement is possible.
- The feedback will provide a short Gap Task aimed at improving the area identified in pink.
- Teachers will encourage the children to check that their writing meets the Success Criteria during the lesson as a form of reflection and self-evaluation and use their purple pen to edit.

7. Spelling and Grammar:

Teachers will comment on spelling and grammar only in the following cases:

- - If spellings and grammar were part of the lesson focus/objective or success criteria
- - If it is a spelling/high frequency word or phoneme that has been taught in previous years or is in the year group spelling list
- - If it is related to the child's target.
- - If it relates to technical/ key vocabulary that has been modelled in the lesson

8. Specific guidelines for Mathematics:

- Children will be regularly asked to self-assess their work.
- Teachers will give focused feedback, which may include setting a Gap Task challenge to move children's learning on.
- Teachers should offer an explanation or model work to clarify any misconceptions.
- Feedback should focus on the LI/SC and be developmental through the use of Gap Tasks.

9. Specific feedback and marking for Foundation Subjects:

- Children will be regularly asked to self-assess their work.
- Teachers will give focused feedback against the Learning Intention, which should be subject specific and linked to the agreed Netherbrook Key Skills Framework for that subject at all times.
- Gap Tasks can be used to highlight the 'Next steps' in the learning in that subject and this should be acted upon before moving on to the next lesson in that subject's sequence.

10. PUP Approach – Practise, Use and Prove it

The PUP approach should be used across the curriculum wherever possible. This is to ensure that pupils have a greater understanding, knowledge of skill and retention of information following a sequence of learning.

Pupils should first practise the skills, then demonstrate that they can use it in context and finally prove independently that they are confident in applying this learning to other areas. E.g. In Art an LI may be to 'Sketch a self-portrait'.

The practise element would be to practise using line, tone and shading effectively; pupils would then use these skills to sketch a section of a face or complete a first draft and then prove it by creating a finished piece of work.

The PUP approach can be completed over a single lesson or over a sequence of lessons – whichever is most appropriate to fully develop the skills or knowledge that was taught.

11. Feedback Policy in the Early Years

Philosophy

In the Early Years at Netherbrook Primary School, ongoing assessments are an integral part of the learning and developmental process. This helps to ensure the children are making progress towards the Early Learning Goals.

We make systematic observations and assessments of each child's achievements, interests and learning styles. These observations feed directly into assessment and planning to create a cohesive and efficient system where we plan relevant activities and opportunities for each child.

Feedback is given to the child verbally and also shared with parents and carers. In Nursery and Reception, each child has a Learning Journey called a Discovery Book, to record highlights of their learning journey over the year. Their Discovery Book is a shared document and parents and children are encouraged to make contributions.

Reception pupils also have an English and Mathematics book in which to complete these core skills.

The Early Years Foundation Stage states that, ***“Assessment plays an important part in helping parents, carers and practitioners to recognise children’s progress, understand their needs, and to plan activities and support. Ongoing assessment (also known as formative assessment) is an integral part of the learning and development process. It involves practitioners observing children to understand their level of achievement, interests and learning styles, and to then shape learning experiences for each child reflecting those observations. In their interactions with children, practitioners should respond to their own day-to-day observations about children’s progress and observations that parents and carers share”.***

Learning Journeys (Discovery Books)

A learning journey is a celebration of a child’s achievements and interests during their time in the Early Years and it shows the journey of a child’s learning and development through carefully chosen, dated and sequenced:

- Observations (recorded on Post it notes – annotated with AL for adult led and CI for Child Initiated work)
- Annotated photographs
- Child initiated pieces of work
- Snapshots of significant achievements
- Child’s voice
- Parent’s voice

The entries into exercise books will be dated and linked to the appropriate area of the EYFS Curriculum in order to indicate a child's progress in their learning and development. The Characteristics of Effective Learning are also looked at. These play a central role in a child's learning and in becoming an effective learner.

Children's work is annotated where necessary, giving the context to the piece of work and / or recording the 'voice of the child'; this supports adults in the assessment of the child's overall understanding and attainment.

Symbols and Abbreviations

- Green pen – Teacher
- Blue pen – Teaching Assistant
- Yellow highlighter for a positive comment
- Pink highlighter for a wish for future work/next step

12. Cover Supervision and PPA

PPA staff should give feedback and mark work appropriately as described above as this is part of that role.

Cover Supervisors should acknowledgement mark and initial all pieces of work completed and ensure that work is completed to a good standard.

This work should be marked in blue pen.

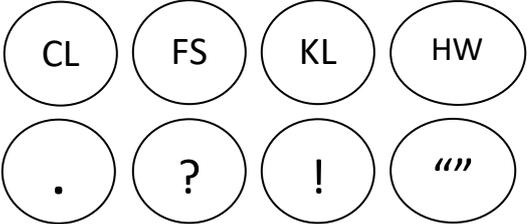
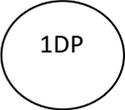
13. Conclusion:

This policy's principles and practice have been agreed by the staff and Governors of Netherbrook Primary School and monitoring and evaluation will take place periodically to ensure that it is applied consistently throughout the school.

Appendix:

Live Marking and Feedback Annotation Key

Symbols and Abbreviations

Symbol/Abbreviation	Meaning
W/S	Worked with support (green pen teacher/blue pen TA)
Guided	Guided work (Teacher/TA)
I	Worked independently (EYFS and KS1 only)
✓	Correct answer. Well done
.	Incorrect - Please correct
^	Missing word
SP	Please correct the spelling indicated
P	Please correct punctuation on this line
	Verbal feedback given (One to one conferencing)
GT	Gap Task
Punctuation Symbols 	CL = Capital Letters FS = Finger Spaces KL = Kinetic Letters HW = Handwriting Any punctuation mark within a circle
/	New sentence
//	New paragraph
	Golden word/sentence – Highlights success
	Pink to think – Highlights areas to reconsider
	x1 Dojo Point awarded

