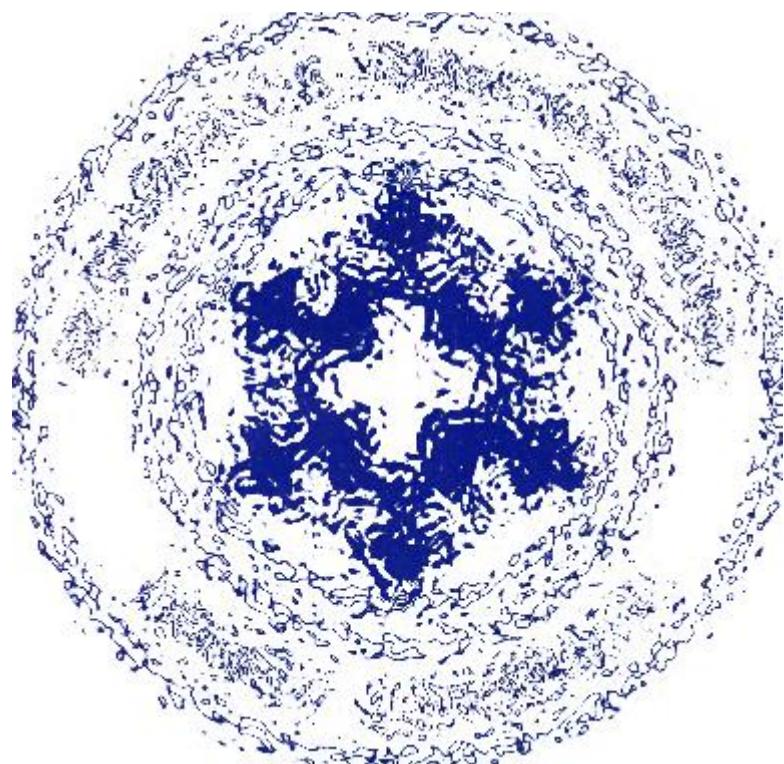


St Marys Church of England

Primary School

Feedback Policy



Author (s)	KJ BJ	Date	Feb 2017
Signed Headteacher		Review	Feb 2019
Signed Chair of Governors		Committee Review	Curriculum

'Specific, regular, dynamic and supportive'

Key Principles:

Marking of children's work is a fundamental part of the process of teaching and learning in school. It is an essential part of the assessment process and ensuring children make progress.

Principles:

- Children have the right to feedback on their achievements and to be given advice for the future learning
- Feedback informs all participants in the learning process and feeds into the next cycle of planning
- Regular marking keeps the teacher well informed about children's needs within the class and is essential in raising standards
- Quality feedback ensures pupils take actions and ensures a visible record of a child's progress over time
- Teacher/pupil dialogue ensures pupils respond to advice and progress in their learning
- Feedback values children's work and celebrates achievement
- Feedback identifies next steps and personalises learning

Conditions needed for Effective Feedback to take place:

Conditions for Effective Feedback	How they can be Fulfilled
Children understand the learning objective/success criteria	<ul style="list-style-type: none">• Children agree the LO at an introductory point of the lesson• Children help construct the SC, using them to know what should/could be included in their work, discuss ways to improve and 'magpie' ideas
Children are given time to compare their performance with the LO and SC	<ul style="list-style-type: none">• Children can articulate their understanding of the task with peers and those supporting learning• Mid Lesson stops (including use of visualiser) enable children to analyse random examples for success, improvement and to magpie ideas• Teacher interaction enables pupils to focus on how they are doing in relation to the LO and SC
Children are given opportunities to edit and improve work Time given to respond to feedback	<ul style="list-style-type: none">• Feedback from teachers prompts children to edit and improve• Review and improvement is a constant activity• Children work cooperatively to improve• Children have opportunity to self improve work• Time in lessons is allocated to respond to feedback

Expectations:

Planning and Teaching Links

- Learning objective displayed and explained in age appropriate vocabulary.
- Success criteria formulated with the class/group.
- Work assessed by individuals, pairs or teacher against the success criteria.
- Non-negotiables are not part of success criteria but are high expectations eg punctuation, spelling of tricky words, handwriting and sentence construction.

Codes used (see appendix) These should be displayed in class and books to support learning.

- YN – Y1 – symbols and pictures (EYFS and Y1 practitioners to agree) and display.
- YN – Y1 – regular verbal feedback/guidance – note on work/post it to explain what was discussed / how the work was extended (e.g. ... was encourage to extend their sentence by using 'because').
- Y2 – Y6 – use codes in books – VS (visualiser stop); VF (verbal feedback); CI (Cooperatively improved); SA (Self Assessment).
- Dot on the Spot – if children are working independently in class, carry a felt tip pen with you. As you peer over their shoulders to read, place a dot where you spot a mistake. Before the child hands in the work, they must have improved or corrected mistake.

Editing and Peer Assessment

- Before editing, children need to reread their work (preferably out loud to a partner/puppet/parent...). It helps them to hear how it sounds and see whether it works.
- Regular opportunities for second chances / redrafts / redo to create excellence.
- Longer pieces of work, use a key and make improvements on the opposite page.
- Teaching editing throughout the learning process – must be taught through shared or whole class activities. Involve the class in editing every time you write with them. Use the visualisers to teach editing and show several children's work and take them though a basic editing routine (*The child explains what they were trying to do e.g. create suspense. The child reads their writing out loud – either a specific paragraph or sentence you've identified. The children talk through any possible alterations. The edited section is then re-read aloud to hear whether it is an improvement.*)
- Above routine used when editing in pairs.
- Peer marking - Important author remains in charge of their writing, making final decisions. Pairs read one piece of work but the author controls the pen.
- Editing works well when done in pairs – it is the discussion about writing that matters!
- Editing modelled through mini plenaries throughout the lesson.
- Only ask for a total rewrite when work is to be published.

Marking

- Teacher marks in one colour...
 - **Green** picks up errors such as inaccurate spelling of tricky words, basic punctuation errors and poor sentence construction.
 - The children should use a polishing pen/pencil to respond to comments and edit their work. A different colour to their original writing so the improvements are clearly seen.
 - Teachers mark against the success criteria.
 - Be very specific in your praise, for example, “The use of this adjective was really effective” or “that’s a powerful idea and is going to make the reader really think hard”. This type of praise helps the child to know what to do again.
 - Avoid – “You are clever/super” or “Wow!” “Fab!” “Brilliant work!” If every time the child is told they are “Awesome” they don’t see a reason to make any changes/improve/develop.
 - At least one closing the gap marking a week for Y2 – Y6 (See Appendix 1 for examples).
 - At least one peer assessment a week.
 - Appropriate response time should be planned for children. (DIRT - Dedicated improvement, reflection time)
 - Recognition (tick/initials) from teacher/teaching assistant that the improvement/s has/have been made.
 - If the writing has been guided teacher / teaching assistant initial
 - Marking ladders used at the end of units as a summative assessment (or throughout the writing unit as success criteria).
- Mastery - Marking will where possible allow children to explore mastery skills, we have developed a series of stickers, typically in maths, where pupils identify the mastery skill via a sticker and respond to the challenge.
- Next Step - Staff are encouraged strongly to provide next step marking and ensure that subsequent teaching sessions allow response tasks to take place before moving to the next teaching point.
- Rewarding whilst marking – In addition to Merit Points, ‘Dojos’ are given to pupils alongside verbal praise to improve communication with parents as part of the behaviour policy. Pupils may be given Dojos to support the marking process and acknowledging achievement. Please see Behaviour Policy for more details.

Key Messages

Publishing promotes polishing. When children know their writing will be made into a book, read out to the class or put in a blog, they are more likely to strive for impact and accuracy. If children enjoy writing, and feel pleased with what they’ve produced, they’ll be motivated to edit or ‘polish’ it further.

They need to get to a point where, unprompted, they are constantly reviewing and improving their writing (like real authors)

Appendix One

Examples of effective marking:

There are three types of closing the gap prompts:

Reminder Prompt

Draws the learners' attention back to the learning intention.

E.g. Say more about...

E.g. Explain why you think this...

Scaffold Prompt

Draws the learners' attention back to the learning intention.

E.g. A question – Can you explain why... more about...?

E.g. A directive – Please check your answers by ...

E.g. An unfinished sentence – Suddenly the fierce tiger... The colours in the flag are...

$6+4=10$ so $4+?=10$

Example Prompt

Make suggestions, offer information, give a range of possible answers to choose from.

E.g. Choose one of these statements and/or create one of your own:
George was unlucky because he tipped over Grandma's medicine before she drank it all.

OR

George had a lot of bad luck, particularly when he tipped over Grandma's medicine before she had finished it.

E.g. Choose an adjective to describe the fire in your story – roaring, raging, flaming...

The example below will be adapted to the needs of KS1 pupils and published in classrooms.

Understanding Feedback



VF

Verbal feedback given

The teacher has noticed
an error

Spelling mistake
(write it correctly at the
bottom of your work)

CI

Cooperatively Improved
with a friend or an adult

SA

Self Assessment

VS

Visualiser Stop used

✓

Something good or correct

I

Independent Work

//

New paragraph needed

Appendix 2 - Exemplar Marking:

VF



buy

Meetings

Nose

As a school councillors we have to decide how to raise money and organise fun days for the school. We have helped the school to raise money to buy equipment for playtime. Meetings are held on Thursdays with Miss Cheetham. We make important decisions. We organised Red nose Day and a non-uniform day. All the school councillors have lunch time duties.

Our classmates decide who will be voted for councilor. Each class votes for a girl and a boy.

CI *We have helped the school to raise money to buy equipment for playtime.*

Meetings are held on Thursdays with Miss Cheetham.

VS

Appendix 3 - Monitoring:

Book Check Success Criteria Focus	Requires Improvement (3)	Good (2)	Outstanding (1)
F1 Literacy across the curriculum	Marking for Literacy is evident in exercise books and grammar, spelling and punctuation are commented upon. There may be sparse evidence of the use of the school's Literacy Marking Code.	Marking for Literacy is clearly evident. There is some evidence of the use of the school's Marking Codes.	Marking for Literacy and reviewing errors is clearly evident in work. The school's guidelines on marking for Literacy are used consistently and subject-specific vocabulary is acknowledged.
F2 Timely Feedback	Work is marked within the agreed period.	Work is marked within the agreed period and there is at least one example of marking in detail (see F4) within the agreed period of time.	Work is marked within the agreed period and there are several examples of marking in detail within the agreed period of time.
F3 Home Learning	Home work is set and unmarked or ticked.	Children clearly benefit from feedback which provides next steps.	Marking of homework provides useful dialogue between pupil and staff.
F4 Next Step Marking	There are examples of written feedback which also include praise and may suggest areas for improvement. Comments may be brief or generic/unspecific.	Feedback is written in a clear and constructive manner. Learners are praised for their work and are challenged where work is deemed inadequate. Teacher comments may question understanding of concepts.	Feedback is written in a clear and constructive manner. Teacher feedback allows progress to be seen in response to comments; there is evidence of learners acting on feedback in order to demonstrate progress.
F5 Verbal Feedback supports learning	Verbal feedback is evidenced in learners' work through the use of the school stamp.	Verbal feedback is evidenced in learners' work and there is evidence that learners respond to the verbal feedback.	Learner responses are well-thought out and evident in the vast majority of books. Verbal feedback is evidenced in learners' work and there is evidence that learners respond to the verbal feedback. There is evidence that learners clearly know where to go in their next stage of learning as a result of verbal feedback.
F6 Pupil engagement in assessment	Superficial peer- and self-assessment may be evident in learners' books/work.	Peer and self-assessment are evident in learners' work and as a result, learners can evidence that they clearly know where to go in their next stage of learning.	Peer and self-assessment are evident in learners' work and as a result, learners can evidence that they clearly know where to go in their next stage of learning.
F7 Pride in work	Little evidence that presentation and organisation are rewarded/challenged.	Presentation and organisation are rewarded/challenged and there is evidence that work improves, where presentation and organisation were previously inadequate.	Learners are able to evidence that they respond to their peers' feedback. Presentation and organisation are rewarded/challenged and there is evidence that work improves, where presentation and organisation were previously inadequate. Learners clearly take pride in how work is presented.

Regular monitoring of a cross section of books will be conducted on a half termly basis and staff will be given feedback on the quality of feedback linked to the above criteria. This may also occur informally during class drop ins, observations as well as in INSET/PDMs .

Evidence of Monitoring may include photographing examples of children's work.

Cooperative Improvement

Dedicated Improvement and Reflection Time (D.I.R.T.)

You do
the work



You get
feedback



Always be
friendly, specific
and helpful



Always aim for
excellence

You move your
work closer to
excellence

If it is not excellent,
it is not finished!



You get time to
respond to the
feedback and make
improvements

