Feedback Policy

Loxley CE Community Primary School

Where individuals flourish

"I have set you an example that you should do as I have done."

John 13:15

Last review date: June 2022

Review date: June 2024

Reviewed by: _____ Date: _____

Nominated Governor: _____ Date: _____

<u>Loxley C of E Community Primary School Mission Statement</u>

- To provide a safe, happy, inclusive, deeply Christian learning environment that nurtures the preciousness of each child as an individual
- To empower all children to fulfil the unique potential of their creation: emotionally, academically, physically, socially and spiritually
- To provide our pupils with memorable lessons and experiences that ignite curiosity about our wondrous world, inspire ambition to protect its beauty, and foster in them a lifelong love of learning

<u>Loxley C of E Community Primary School Vision</u>

Our Vision at Loxley C of E Community Primary School is rooted in Jesus' teachings from 'The Parable of Christ the Sower':

We will provide the good ground for our children to flourish into confident young learners who embody Christian values and possess all the knowledge, skills and growth mindset they need in order to lead happy, fruitful lives and to have a positive impact on their communities and the wider world.

What is Feedback?

Feedback can be one of the most powerful levers teachers have to improve learning. It can support pupil progress, build learning, address misunderstandings, and thereby close the gap between where a pupil is and where the teacher wants them to be. This process is a crucial component of high-quality teaching. Feedback comes in a variety of forms and should be a regular and robust part of every lesson.

Feedback, as an integral part of the learning process, must be precisely positioned and delivered regularly in lessons and all feedback should have a positive tone. It should be specific, clear and appropriate in its purpose (to move learning forward) and productive in its outcomes. Feedback, whether it is written or verbal, should always give pupils a clear sense of how they can improve, with pupils responding and making progress as a result.

Policy aims:

• To provide all staff with the necessary information to enable them to ensure feedback given to our pupils is manageable, meaningful and motivating;
• To ensure consistent good practice;
• To provide governors, parents and external visitors with a guide to what good feedback and its outcomes looks like at Loxley.

Effective feedback

Effective feedback should:

- Inform pupils about the strengths and weaknesses in their work,
- Provide strategies for pupils to improve and make progress
- Recognise, encourage and reward pupil's effort and progress,
- Provide a basis both for summative and formative assessment,
- Provide on-going assessment that informs our future lesson planning.

Principles of feedback

- Feedback is the dialogue that takes place between teacher and child. It should always be *manageable*, *meaningful* and *motivating.*
- Feedback should be related to clear learning Intentions (LI), which are understood by the child and relate to the National Curriculum.
- Learning Intentions should be focused on **learning** and not confused with success criteria which focuses on evidence that the learning has taken place.

MANAGEABLE

• The LI must be 'swooshed' through, with the appropriate highlighter colour, to indicate attainment against the Learning Intention (see Appendix 2).

• Time needs to be built in to sessions in order for children to respond to the feedback given, in whatever form that may be.

• Feedback may take the following forms (this list is not exhaustive):

- Instant verbal feedback,
- whole class feedback session,
- directed individual feedback (from a peer or the teacher/teaching assistant),
- self assessment through the use of WAGOLLs (What A Good One Looks Like) and success criteria,
- peer assessment
- distance marking/marking in depth

- Codes and symbols will be used consistently throughout the school (see Appendix 2).
- Children will independently use a set of 'Hi 5' non-negotiable requirements (differentiated to KS), which have been specifically taught, to encourage the development of independent editing skills. (See Appendix 3)

MEANINGFUL

• The skills of proofreading and editing will be taught in all classes, at an age and stage-appropriate level. Strategies such as 'pink box marking' or success criteria may be utilised to promote and enhance these important skills.

• Peer and self-assessment will happen regularly in Key Stage 2 and, if appropriate, in Year 2. These skills will be explicitly taught and the focus for peer or self-assessment will be specific (e.g. finding the best adverbial phrase used), rather than always considering all elements of the work which can be overwhelming and unproductive.

• When whole class feedback is given, teachers may use a visualiser and may record this feedback on a separate Feedback sheet as an aid memoire and a guide to future planning.

• Following on from feedback, pupils may be asked to edit their own work using a 'purple polishing pen'. This is to clearly show where a pupil has demonstrated editing skills: read through, noticed an error and edited their own work, or realised that their work could be improved by adding/deleting words and improving vocabulary.

• Work always needs to be read and 'swooshed' promptly by teachers so the child is aware that the outcome of every task is considered to be important.

• In EYFS and Year 1, feedback will be more immediate. Year 1 pupils will be guided to begin self-assessing by looking for the best elements of their work (e.g. finding their neatest word, correctly spelled word or powerful adjectives).

MOTIVATING

• Instant feedback (live marking/verbal feedback) should also be given during learning; this might be through a meaningful mini-plenary or within a supported group of pupils in class. Staff will mark where VF has been given to enable pupils to respond straight away and feel the pleasure of making progress during their lesson.

• Children will be encouraged to regularly assess their work ahead of final submission to encourage self-reflection at each step of the learning process.

• Children's achievements need to be celebrated in order to motivate and encourage. This may be through house points, stickers and stamps, through whole class feedback sessions, through weekly award nominations, peer assessment or by putting work on display. Stickers can be given directly or in children's books.

Writing Challenge Days

- Teachers will meet 1:1 with every pupil each term and celebrate successful writing and set targets together for the next term. This will serve as a positive reflection on good work and focus pupils on what they need to do to achieve their next step. The focus will

be on the non-negotiables of writing across all subjects as well as next steps to take their writing to the next level.

Spelling

- ❖ KS1 – sp will be placed next to the word that children need to correct
- ❖ KS2 – sp will be placed in the margin to indicate to children that they need to find and correct a spelling error.
- ❖ UKS2 – a paragraph may be identified for children to read, identify and correct spelling errors.
- Teachers will only draw attention to words that children are expected to know, either because they feature in the word list for that year group, they are keywords that should already be mastered or vocabulary linked to the activity that children should spell correctly.
- Teachers will not necessarily draw attention to every misspelt word.
- Teachers may choose up to 4 words per piece of writing for children to practise at the end of their work 3 times, or in the margin.

Monitoring

- The SLT, subject leaders and link governors will be responsible for the monitoring and implementation of this policy.

Appendix 1

Glossary of Terms

Distance Marking/Marking in Depth: This takes place outside of lessons and gives teachers more time to give in-depth, detailed written feedback. Teachers should use the agreed codes when responding to work and ensure that children are given plenty of time to edit their work in response. In longer pieces, teachers may choose to focus on a specific portion of the work when asking children to edit and improve their work. Redrafting shorting sections on paper that is stuck as a 'flap' will allow pupils to see the positive impact of their editing.

Alternatively, teachers could choose to use a Whole Class Feedback sheet (see appendix 4) to feedback on lessons. This is particularly useful if many of the children shared misconceptions that can be addressed as a whole class, or when children's work can be used as a good example to inspire others.

Instant Verbal Feedback: Verbal feedback given immediately, at the point of learning. It can be as simple as a tick or dot next to a maths calculation to show children where they are ready to move on, or where they have made a mistake and need to do some form of checking or correction. In recorded work, Instant Verbal Feedback marking should be documented using the VF stamper or a speech bubble and include brief, written support and advice to enable children to quickly make and demonstrate progress, eg 'vary sentence openers' or 'show unit of measure'. The supporting adult should then give the child sufficient time to make the suggested improvements before coming back to them to check on progress and provide further advice if needed. When children have read and completed any Instant Verbal Feedback, they should then initial the comment.

Work that has been marked using high quality Instant Verbal Feedback need not be marked again, however completed work should be read and the LI highlighted accordingly.

Learning Intention (LI): A statement which summarises the purpose of a lesson in terms of *learning.* In writing them, it is usually useful to include the terms **'know', understand'** or **'be able to',** which helps communicate that the learning will relate to *knowledge, understanding or skills,* respectively.

Pink Box Marking: This is an editing tool which marks out an area of a text, that is indicated by a box drawn with a pink highlighter, that you wish for a child to edit. This can focus attention on a particular skill that you want practised, or simply allow for a manageable piece to be edited in detail, taken from a longer piece of writing, allowing practise without taking a huge amount of time.

Self and Peer Assessment: To support ownership of learning and progress, children should develop the skills of self and peer assessment using clearly set-out success criteria. This would develop from thumbs up/down, to RAG rating and smiley faces up to completing self-assessment grids and identifying specified features in their work. Children should also develop the ability to set targets for themselves for further improvement.

Peer assessment skills should be taught, beginning with very specific requests to find particular features until children are able to discuss what good work looks like more independently in the older class. This will ultimately help pupils to focus on the specific details of their own work. Peer feedback can also be more impactful for children who are happier listening to improvement ideas from their friends.

Success Criteria: This relates to the *evidence* you are looking for to determine if a student has learned what you intended. *'I can …'*

Swoosh: A short line highlighting the letters LI in the written Learning Intention to indicate the pupil's achievement of the LI. (See Appendix 2 for colours.)

WAGOLLs: 'What A Good One Looks Like'. A WAGOLL is a 'good' and detailed model text or example of effective writing that teachers may use to help support understanding of the expectations of a piece of work, usually in Writing, eg a set of instructions with all of the key features. WAGOLLs may also have been used to identify text features in the teaching phase.

Guidance

Children should edit their work using a

Purple Pen

☺ Stickers, stamps, house points

Given as a positive recognition of success and/or effort

LO   WORKING TOWARDS learning objective

LO   ACHIEVED Learning intention

LO   SHOWING MASTERY within the learning intention

✓	Success/Correct response
.	Mistake/Incorrect answer

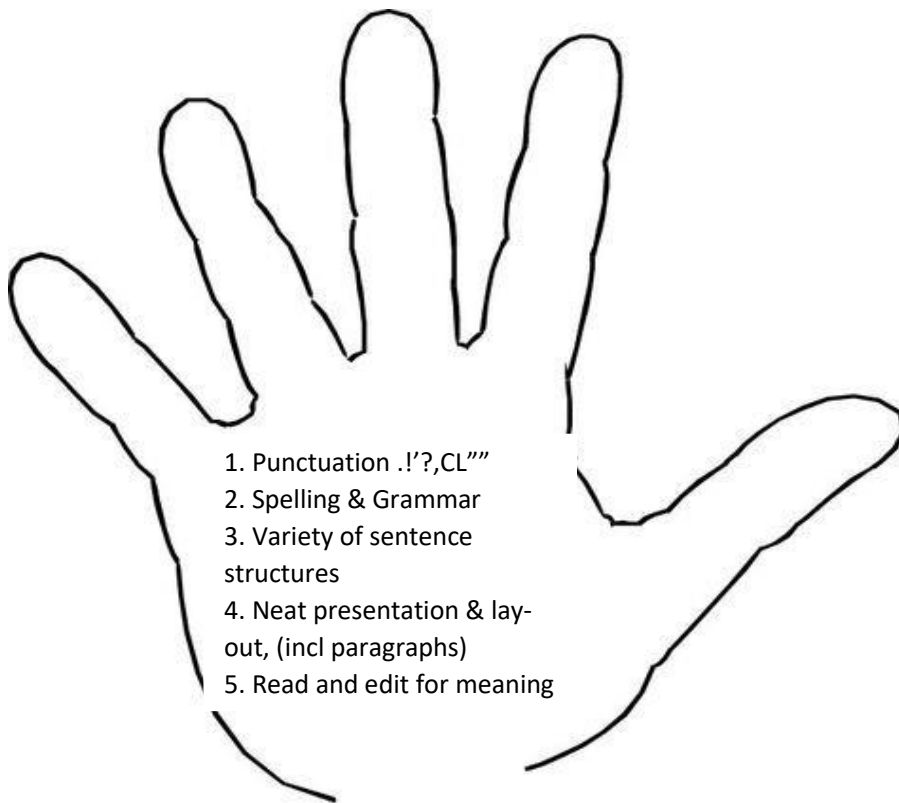|	
/	New line needed
//	New paragraph needed
^	Missing word(s)
Sp	Spelling error
Gr	Grammar error, eg. wrong tense
P	Punctuation error
?	Read for meaning: editing required
I	Independent work
S (+initials)	Support provided (by)

Appendix 3

KS1 Hi-Fives

1. Finger spaces
2. Capital Letters
3. Full-stops
4. Neat handwriting
5. Makes sense
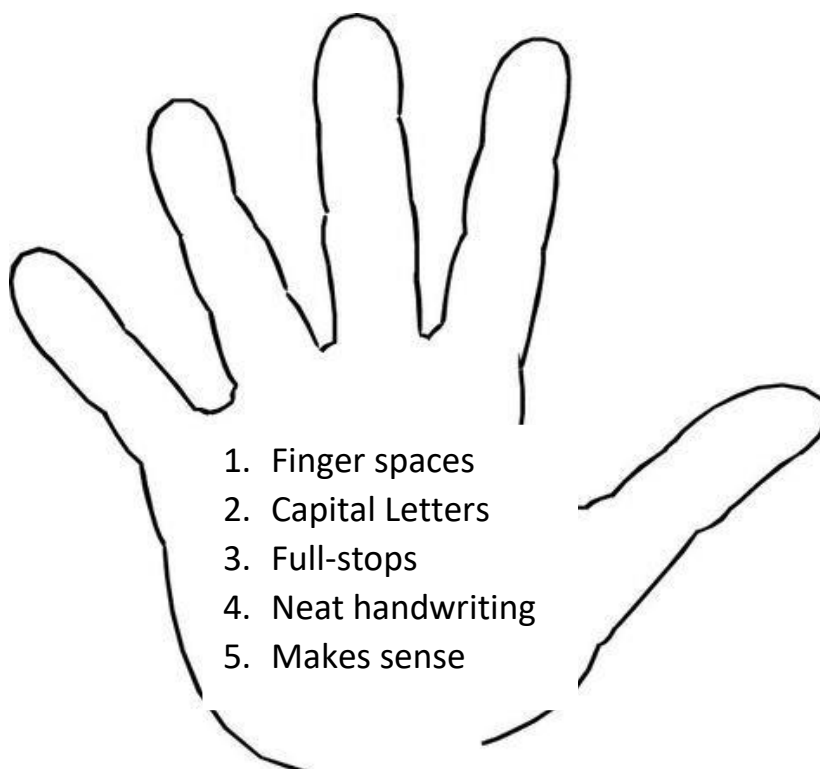
LKS2 Hi-Fives

1. Punctuation: !?,.CL
2. Tense
3. Spelling
4. Neat presentation & lay-out,
5. Read - makes sense?

UKS2 Hi-Fives

1. Punctuation .!'?,CL""
2. Spelling & Grammar
3. Variety of sentence structures
4. Neat presentation & lay-out, (incl paragraphs)
5. Read and edit for meaning

Appendix 4

Whole Class Feedback Sheet	
Subject:	Date:
LI:	
Next Steps:	Misconceptions to be addressed:

Star Workers:	Good examples:
SPAG Non-negotiables:	
Unfinished:	Presentation/handwriting: