

North Primary and Nursery School

Feedback Policy

At North School we believe that:

- children have the right to have their work acknowledged, to be given feedback on their achievements and effort and to be given advice for their future learning
- feedback informs all participants in the learning process of the progress made and feeds into the next cycle of planning for teaching and learning
- regular marking keeps the teacher in tune with the individual performance within the class and helps to raise standards.
- Children should play an active role in the feedback process.

“Feedback should-not only be thought of as something that teachers provide to students. Feedback is most powerful when it is from the student to the teacher: what they know, what they understand, where they make errors, when they have misconceptions, when they are-not engaged – then teaching and learning can be synchronised and powerful. Feedback to teachers makes learning visible” (J.Hattie)

During the working school day there are a variety of ways in which teachers and LSAs can have a clear understanding of what the children are doing and thinking:

- Observation and questioning
- Working 1:1 with a child
- Group work with LSA or teacher
- Think pair share
- Self evaluation during learning e.g. Cups in maths
- Self evaluation at end of learning e.g. Smiley face, what went well, effort grade.
- Peer evaluation
- Marking of work
- Tweets
- Feedback Five
- One plan meetings

There are many different ways in which feedback can be used to enhance the children’s learning:

Verbal:

- Should be regular and interactive
- can be direct (targeted to individuals or groups) and indirect (others listen in and reflect on what is said):
- Works in three directions: - teacher to child - child to teacher - child to child.

Verbal feedback should be positive – recognising the children’s efforts and achievements to date and developmental – offering specific, detailed advice to help children progress

Verbal feedback is potentially the most effective form of feedback. Getting children to talk together before answering questions increases their achievement. It is the most natural and frequent feedback experience for children

Written (marking)

Marking allows teachers to plan and set challenging tasks based on systematic, accurate assessment of pupils' prior skills, knowledge and understanding.

Marking will only be effective if:

- It deepens and furthers learning
- Acknowledges the effort of the child in producing the work.
- it informs both the child and the teacher of what has been achieved and what needs to happen next
- the child has an opportunity to read / respond to the marking (it will be read to the child if necessary).
- it is informing the teacher of learning needs which can be incorporated into future planning
- the Learning Intention and Success Criteria are clear.
- Allows the space for making improvements.
- The work is marked to the Learning Intention. [It will not necessarily be marked exclusively to the learning intention. Professional judgment is essential.]

See Appendix 1 for effective written feedback

It is important to acknowledge that all feedback from either children, LSA, parents (homework, reading record, tapestry etc) informs our next step planning.

Marking with a peer:

Peer marking can be very effective and allows the children to discuss their work and demonstrate their understanding of a particular skill or concept. **Children should be taught to take ownership of their work and to remember who is in charge of making the changes to their work.**

Feedback throughout North School

Foundation Stage:

Verbal feedback is key in the Foundation Stage and children are taught in small ‘challenge’ groups in order to provide immediate feedback that can be acted upon within the session. Children are also given the opportunity to reflect upon their learning through the use of photography and video which is stored in our Tapestry online profiles. Any piece of writing or learning that is marked is read aloud to the children.

Key Stage 1 and 2:

Teachers will follow the **Tickled Pink**, **Green for Growth** and **Purple Polishing Pen** approach to marking.

In Writing:

A **pink pen** will be used to acknowledge where the child has been successful and made progress in their writing. Work may be either ticked or underlined. A comment will also be made in **pink** which praises and acknowledges the effort of the child when producing the work.

A **green pen** will be used to inform the child what needs to be improved. A variety of symbols may be used which will have been introduced by the class teacher. At present, we do-not have an agreed set of symbols for the school as pupil voice has told us that the children very quickly adapt to rules and procedures agreed with their current class teacher. Comments explaining what needs to be improved will also be made in **green**.

It is important to note that not every punctuation and spelling error will be corrected in every piece of writing. All teachers will make appropriate judgments and all written feedback should ensure that the child is able to make progress with their writing.

See Appendix 2 for example of where pink and green marking is used.

The children will always have regular opportunities to respond to any written feedback in their writing books. This may be at the beginning of a lesson, during an individual targeted feedback session or during lessons which have an editing and redrafting focus. If there are whole class misconceptions then planning will have been adapted to account for this. The children will use a **purple pen when making any improvements**.

Steps to Success

Steps to success help the children to know what they are aiming for in their writing. Steps to Success works best when: they break down the learning objective; they have been co-constructed and they are appropriate for the age of the child

Steps to Success can be used to:

- List specific elements of a genre which have been taught
- Grammar and punctuation features
- Particular language features which have been taught

Steps to Success can be used by:

- The child to mark their own writing.
- Children when peer marking.
- The teacher to assess the child’s understanding of the requirements of the task.

Peer Assessing

Children will have the opportunity to peer assess each other’s writing. This will happen in a variety of ways, which are appropriate to the age of the child, across the school. Prompts such as : **What Went Well** and **Even Better If** may be used if written feedback is recorded.

In Key Stage 2, children will write a tweet at the end of a unit of work in Literacy and Maths. They will use the tweet to reflect on their learning and they will focus on the following questions:

- What have I been learning this week?
- Where have I been successful? What am I proud of?
- What has helped me in my learning?
- What have I struggled with?
- What will I do to improve next time?
- Could my teacher have done anything differently to help with my learning?

In Maths:

In Maths, teachers will systematically and effectively check pupils' understanding throughout lessons, anticipating where they may need to intervene and by doing so will impact on the quality of learning of each lesson. In the lesson marking may be oral or written. Where marking has taken place the teacher may praise the work but may need to include guidance, consolidate a method or process, or provide a challenge or next step these should be written in **green**.

A **pink pen** will be used to acknowledge where the child has achieved success. A comment will sometimes be made in **pink** which praises and acknowledges their understanding, the effort they made or involvement in the lesson.

A **green pen** will be used to inform the child where they have made errors, to scaffold or extend their learning. This may be a circle around an incorrect answer or a dot depending on the symbols used by the teacher. On occasions the class teachers may show an example of the steps needed to be followed in order to be successful in **green**.

Steps to Success in Maths:

In Maths steps to success could include :

- Compulsory steps (remember to....)
- Choice of methods (choose from)
- Problem solving (remember to)
- Every time we do maths

The children will have regular opportunities to respond to any feedback in their maths books. This may be at the beginning of a lesson or during an individual targeted feedback session. If there are whole class misconceptions then planning will have been adapted to account for this.

The children will use a **purple pen** when making any adjustments to answers so it can be easily re-marked.

Children in Key Stage 2 will use tweets to review their understanding and learning at the end of each maths unit taught.

In Key Stage 2, children will be encouraged to use Feedback Five to assess their understanding.

Targeted Feedback Sessions

LSAs are used regularly to lead feedback sessions with the children in years 5 and 6. The sessions will mainly focus on writing or maths work which has been previously marked by the teacher. These sessions allow the children to respond to the teacher's feedback and allows them to discuss any misconceptions in a 1:1 situation. A written record of the session is kept and then discussed with the class teachers which then feeds into any next step planning. (see Appendix 3)

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Appendix 1

Effective Written Feedback. (Shirley Clarke)

Not all work needs to have evaluative marking. Teachers need to make professional judgements about what work requires simple monitoring with a word or two to acknowledge to the child (and parent) that the work has been read by the teacher. When work is being assessed evaluatively then comments should be positive and constructive. Constructive comments should provide ways for the child to improve the work.

Shirley Clarke tells us that challenge can be provided in the form of prompts.

1. A reminder prompt

Suitable for more able children and simply reminds the child of what could be improved e.g.
Say more about how you feel about this person.

Interestingly, many teachers write this sort of prompt for all children. Most children need more support than a reminder prompt.

2. A scaffolded prompt

Most suitable for children who need more structure than a simple reminder, this prompt provides some support.

A question

Can you describe how this person is a good friend?

Or

A directive

Describe something that happened which showed you they were a good friend.

Or

An unfinished sentence *He showed me he was a good friend when....*

3. An example prompt

Extremely successful with all children, but especially with average or below average children, this prompt gives the child a choice of actual words and phrases.

Choose one of these or your own...

He is a good friend because he never says unkind things about me.

My friend is a friend because he is always nice to me.

4. For written work avoid comprehension approach.....

e.g. Write two more sentences to describe the witches face NOT What do you think the witch's face looked like?

Many children, given the example prompt, choose their own improvement instead.

Teachers spend hours each week marking work. This effort is wasted if the children have not been given the opportunity to read the marking and time to make the suggested improvement.

Of course, these prompts will form part of the effective teacher's toolkit during lessons.

But please remember that feedback should acknowledge and praise:

Effort, engagement , enthusiasm for the task and promote a love of language

Appendix 2

Tickled Pink, Green for Growth

The following list gives examples of where pink or green marking could be used to either indicate success or areas for improvement.

- effective language: words, phrases, sentences, sentence openers etc
- correct punctuation
- evidence of spellings which have been taught/practised
- achievement of the learning intention
- evidence of improvements from previous work.

Appendix 3 Targeted Feedback Sessions

Feedback to pupils by Learning support assistants

Accurately focused feedback has a high impact on pupils' learning. When pupils have encountered a specific barrier, this is more effective if they are given the chance to discuss their learning with an adult. A feedback system has been developed to allow pupils to identify their misconceptions with an adult and respond through discussion and through further work.

A Learning Support assistant with in-depth experience of teaching the year group is used to provide feedback to pupils following discussion with the class teacher. Each class in upper key stage two has one afternoon available for the LSA to work with pupils requiring feedback. Pupils work for 10-15 minutes, identifying the problem then learning how to improve their work

The class teacher identifies pupils who would benefit from additional feedback with an adult further to comments written in their books.
The class teacher and LSA discuss the problems/misconceptions and the type of feedback required.
At the beginning and end of the session pupils are given the opportunity to evaluate their learning providing insights into how they learn and any barriers preventing them from fulfilling the task. This is completed with the aid of a grading system linked to the school's initial work with SOLO Taxonomy
Pupils and LSA work either 1:1 or in a small group for 10 – 15 minutes. If appropriate. work is recorded in their books to show how the problem has been discussed and demonstrating how the pupil has corrected their misconceptions.
A summary of each session is written by the LSA with the impact of the feedback and whether any follow-up work is required. The teacher is given a copy of this summary.
Any pupils who require follow-up work are given the opportunity to work again with the LSA after discussion with the class teacher.
The LSA provides a termly summary of the pupils who have taken part in feedback sessions and for which subjects.