Deanery C.E. Primary School
Academy Status

Feedback Policy
November 2020

British Values Statement

As identified in the British Values Policy, Deanery CE Primary School is committed to serving its community and surrounding areas. It recognises the multi-cultural, multi-faith and ever-changing nature of the United Kingdom, and therefore those it serves.

The school provides, through a wide range of activities, within and beyond the National Curriculum, and through our schools own Christian ethos and values, opportunities to reinforce British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

Rationale

"Assessment for learning is the process of identifying what the learner has or has not achieved in order to plan the next steps in teaching or learning. It is the process by which the teacher provides feedback to the learner on his/her performance in such a way that either the teacher adjusts the teaching in order to help the student learn more effectively or the learner changes his/her approach to the learning task, or both of these." David Hargreaves, 2001.

"It is very difficult for students to achieve a learning goal unless they understand that goal and can assess what they need to do to reach it." Black, P et al, 2003.

The purpose of this policy is to embed assessment for learning approaches through all feedback given to learners. Assessment for learning is an ongoing process which should take place throughout each lesson with the goal of moving learners forward. Learners should be made explicitly aware of the aim of their learning, what they have achieved and their next steps.

It is important that all staff provide constructive feedback to children, both written and verbally, focusing on success and improvement needs against learning objectives. This enables children to become reflective learners and helps them to close the gap between what they can do currently and what they need to do to move their learning forwards.

Verbal feedback is an incredibly useful tool that staff can use to provide feedback to learners. When staff give verbal feedback to learners during lesson time, learners are able to adjust their approach to the task and as a result, make accelerated progress. In this policy staff will be encouraged to use verbal feedback regularly.

Teachers provide regular verbal feedback to learners throughout the lesson, this policy provides an approach to enable verbal feedback to be recorded and effectively used by the children to impact on their learning. This approach may reduce the need to duplicate feedback with a written comment.

This policy will make explicit how the staff mark children's work and provide feedback using a variety of methods. This will ensure learners receive high quality feedback and staff will find the process of providing feedback more efficient and time effective. All members of staff are expected to be familiar with the policy and to apply it consistently.

Aims

Feedback should:

- Give recognition and praise for achievement and clear strategies for improvement.
- Respond to individual learning needs taking opportunities to mark face-to-face where appropriate.
- Be seen by children as a positive approach to improving their learning.
- Relate to the learning objective and individual targets.
- Involve the teaching staff working with the children.
- Allow specific time for children to read, reflect and respond to marking
- Inform future planning.
- Be manageable for the teaching staff and accessible to the children.
- Use consistent codes within Key Stages.

Practice and Procedures for Feedback.

The staff will mark using the agreed 'Code for Marking' (Appendix 1).
Staff may use marking examples as guidelines as seen in Appendix 2 to support the structure of their feedback.

Types of feedback.

Children's work can be marked using 3 different methods:

1) Objective stamp.

Teaching staff will use the objective stamp in most marking. The stamp allows the teacher to tick whether the child has met, is working towards or has not met their learning objective. This stamp can be used with a positive comment and next steps or a closing the gap question. A variety of these is best as appropriate.

- Positive comment – e.g. 'excellent effort', 'wonderful work', house point (h.p.)
- Next steps/wish – indicating what the child could do to improve further.
- Closing the gap question – A question to ensure children move closer to meeting the learning objective.

If an objective stamp is not appropriate (e.g. for Whole Class Reading) then a smiley face or checked by teacher may be used. They should still be accompanied by a positive comment and next steps/wish or closing the gap question as outlined above.

2) Self assessment (SA) / Peer assessment (PA)

Children can assess their own and each others work.

In EYFS & Y1 children will be asked to colour in 'thumbs' in order to show their own self assessment

How did I do?
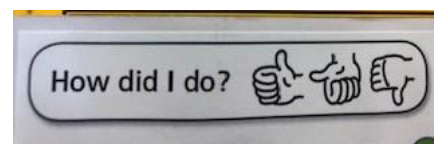
From Y2 upwards, for every piece of work children should tick their obj once, twice or three times to indicate how they feel about their work. This can be developed upon with written SA comments occasionally. The children should make comments based on the learning objective/WILF for the lesson. This should be guided/modelled by the teacher for it to be effective.
Children should be given the opportunity to respond to this feedback at the start of every lesson.
Children should write their SA/PA in green pen.
Teachers must check children's SA/PA comments and stamp the work with the 'Checked by Teacher' stamp as seen in Appendix 1.
If the SA/PA comments are not specifically related to the objective, teachers must discuss this with the pupil or add a comment to the work.

3) Verbal Feedback to be used within a lesson

Studies have shown verbal feedback is extremely valuable and should be used regularly with all children. When giving verbal feedback to children during a lesson, the teacher should use the 'Verbal Feedback' stamp to indicate this in their book, alongside a modelled example of what has been discussed (see Appendix). There should then be clear evidence that the child has taken on board this feedback and it is reflected in the rest of the piece of work.

Criteria for Focused Marking of Subjects

Maths:
- Correct answers marked with a tick, incorrect answers with a cross (x).
- Most pieces of work to be stamped with the objective stamp. Additional positive comment and closing the gap question to be seen as and when appropriate, but at least twice a week.
- Self-marked work with self-assessment or peer assessment comment may be stamped using "checked by teacher" once a week. NB: teachers MUST acknowledge children's SA comments where appropriate e.g. if a child has written, *"I found this too difficult today and I'm worried about my work"* a teacher should write a short, written response back, *"Don't worry, we'll try again together tomorrow."*
- For every piece of work children should tick their obj once, twice or three times to indicate how they feel about their work.
- SA/PA ideally used once a week.
- Verbal feedback to be used regularly, at least twice a week per child (or when the need arises) with modelled examples from the teacher.

English and Foundation subjects:
- All pieces of work to have spellings, letter formations, grammar and punctuation corrections made using the codes outlined in Appendix 1
- Incorrect copying of words within the date and objective to be addressed
- Most pieces of work to have objective stamp, plus a short, positive comment and closing the gap question (where appropriate)
- For every piece of work children should tick their obj once, twice or three times to indicate how they feel about their work.
- SA/PA ideally used once a week.
- Verbal feedback to be used regularly, at least twice a week per child (or when the need arises) with modelled examples from the teacher
- Marking should refer to children's individual targets (T1 an T2) by both the child (in a green pen) and teacher
- Extended writing:
  - focused mark including a positive comment and 2 stars and a wish, which should identify next steps
  - Highlight "good bits" in any colour highlighter e.g. vocabulary, punctuation, word of the week
  - Success criteria/WILF ticked by child and teacher
- Once a half term, children to complete an assessed piece of extended writing. This may be peer assessed, but must be well modelled – linked to success criteria. Teacher to mark against the "writing checklist" for their specific year group, by highlighting the features seen in the piece of work, followed by an overall positive comment.

Correction of spellings

Spellings to be corrected as outlined in Appendix 1 Code for marking

The suggested number of spellings to be corrected is 1 or 2 for KS1 children, 3 for KS2 children or relative to:

- The amount of work written
- Child's capability

Example of words to correct for spelling:

Rec/Y1	- high frequency
Y1/Y2	- high frequency
Y3/Y4	- high frequency to medium frequency
Y4/Y5/Y6	- medium frequency
All classes	- topic words/words on display in class (as appropriate)

Appendix 1

All teachers at the Deanery will use the following code.
Members of staff will also use the code with an addition:
TA (+ initials) for the Teaching Assistant.
ST (+ initials) for the Student Teacher.
SU (+ initials) for the Supply Teacher.

Code for Marking

✓✓✓ You have achieved your obj. ☐	Objective achieved.
✓✓ You're working towards your obj. ☐	Still working towards objective.
✓ You've not yet met your obj. ☐	Not met objective.

✓ Work is correct

✗ Work is incorrect

Verbal feedback given. — Verbal feedback given

CHECKED BY YOUR TEACHER — Work has been checked by a member of staff.

Ⓘ Pupil worked independently

1hp House point awarded (number may vary)

TTM Talk to me about this work

Ab 2/3/19 Absence + date = Absent

Grammar Code:

// New paragraph needed here

because | becus — Spelling error –
KS1 – underlined, with word written in margin and two bullet points underneath.

be | becus — KS2 - underlined, with first two letters of spelling in the margin and with two bullet points underneath.

∧ Omission of word

◯ A circle to highlight a punctuation/general error

Appendix 2

19.11.20

<u>Catch up maths</u>

1. $\frac{2}{3}$ of $9 = 6$ ✓ $\frac{1}{3} = 9 \div 3 = 3 \times 2 = 6$ ✓ 3×2

2. $\frac{3}{5}$ of $10 = 6$ ✓ $\frac{1}{5} = 9 \div 10 \div 5 = 5\ 2$ $2 \times 3 = 6$

3. $\frac{4}{7}$ of $14 = 8$ $\frac{1}{7} = 14 \div 7 = 2$ $2 \times 4 = 8$ ✓

Obj. To multiply by 10, 100 and 1,000 ✓✓

1. 1,8,27 ✓

2. $5^2 = 5 \times 5 = 25$ ✓

3.
```
   8 5 3
 + 2 6 5
 1,1 1 8  ✓
     1
```

You have achieved your obj. ☑
You're working towards your obj. ☐
You've not yet achieved your obj. ☐

Great, you've got it! Ihp.

4. I don't know - TTM

5. 27 ✓

Try and complete this:

5 7 x _____ = 5 7 0 0 0

1. 2 3 4 X 1 0 0 = 2 3,4 0 0 ✓
2. 1 0 0 x 3 6 = 3,6 0 0 ✓
3. 4 5 0,0 2 0 ✓

B
1. 4 7 3 X 1 0 = 4,7 3 0 ✓

2. 6 0 x 1 0 0 = 1 6,0 0 0 ✓

3. 3 5 X 1,0 0 0 = 3 5,0 0 0 ✓

TTh	Th	H	T	O
		4	7	3
		4	7	3	0
		1	6	0	0
	1	6	0	0	0
3	5	0	0	0

The Titanic Disaster

On 10th April 192, the beautiful ship was (Titanic) set off in Southampton-Cherbourg-Queenstown - New York route. A few days later, in the middle of the Atlantic ocean, people were unaware of the silent ice-berg waiting for it, to flood the ship. The passengers had not a clue what was going to happen. All they were dancing, sleeping. The ship slowly stopped.

The Titanic's "Eva Hart exclaimed" It felt like a train coming into a station!" The ship's ceiling was shaking frantically. The passengers feet could feel sunk including the bows water swaying past (was sinking). The lights on them. Even though, the Titanic disappeared. The passengers were et escaped. But 1,000 up-level of the people could not go this to? on life - boats.

The majestic Titanic was moving majestically through himself. Eva's father sacrificed the water. It was In Total 1503 flooding. They got out people lost their lives and maps to see if any 705 survived in the of the ship to was terrifying war of ice. damaged. Most people jumped out on to R life - boats to escape the Titanic flood.

T1 - ✓
T2 - ✓

ISSS SSS MM MM MM SSS SSS

Whole Class Reading

The Unsinkable Molly Brown

Focus: Retrieval and Inference

humble = modest

founding member = person who started a club

vacationing = on holiday

highly fictionalised story = very much made up

P.A. You used alot of the success criteria and used some very powerful quotes and formal writing. You used neat handwriting.   I agree! 😊

S.A. I agree with your comment, I think I have used neat handwriting. I am quite confident with writing about Titanic.

You have written a great newspaper article today and worked hard on your 2 targets - super effort! 2hp

☑ You have achieved your obj
☐ You're working towards your obj
☐ You've not yet achieved your obj

* structured your work accurately.
* included direct speech, punctuated accurately.
"? Could you have included an example of indirect speech?

Conclusion

The success of the policy requires:

- The commitment of all the teaching staff.
- Teachers to ensure that Teaching Assistants are aware of, and use, the Feedback Policy.
- Moderation of marking across the year groups/Key Stages.
- Supply teacher and trainee booklets to include the 'Marking Symbols'.
- That parents are aware of the 'code for marking' and policy (Appendix 3 – A Guide for parents)
- That the children are aware of the 'code for marking' and policy and it is displayed in every classroom.

Agreed and accepted by Governing Body   December 2019

Reviewed by E Collister, A Morris and K Cullen   November 2020

Signed …………………………………………………..   Date …………………