BUSBRIDGE CE (Aided) JUNIOR SCHOOL

FEEDBACK POLICY

- **THIS POLICY** has been reviewed and updated in February 2023
- **IT WILL BE REVIEWED in Spring Term 2025 or as required**

Vers 03.03.23

OUR SCHOOL VISION STATEMENT

To be a school that reflects the love of Christ: **cherishing** each other as unique individuals and **challenging** all to achieve and succeed.

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Introduction

We believe that children have the right to be given feedback regarding their work. This feedback should :
- be a positive experience,
- indicate where the child has achieved success in meeting the learning objective he/she has been working towards,
- lead to focused improvements in work,
- enable children to become reflective learners who understand the importance of challenging themselves in their learning.

There are six questions teachers must ask themselves:
- Can the child read what I've written?
- Will the child be able to understand the language I've used?
- Does my comment relate to the learning objective and challenge the child's thinking?
- Have I built in time for the child to respond to the marking comment?
- Does it lead to focused improvement in the child's work?
- Is there a positive comment or an affirmative tick?

Who should feedback?

Class teachers are ultimately responsible for the assessment of children's work although other stakeholders should also be part of the feedback process. Teacher's feedback can be in the form of a written comment or an oral comment. If the feedback is oral, there should be an indication on the child's work that the work has been discussed with the child. This will be shown using the code **'V'** circled next to the children's work to signal that a verbal discussion has taken place.

Learning Support Assistants can mark the ongoing work of a group they have been working with. The class teacher is responsible for overseeing such marking.

Children should be fully involved in evaluating and assessing their own work. They should be encouraged to use the following key to assess their perceived achievements against the learning objective:

| MC P | More challenge please |

| √√ | I have met the WALT and I understand today's learning. |

| √ | I have met the WALT. I would feel even more confident with more practise. |

| NT Y | I 'm not there yet! |

They should have the opportunity to underline where they have met success criteria and also to say where they think they can make improvements to their work. They also have the opportunity to be involved in self and peer assessment through the use of, for example, success checkers or by using the three stars and a wish technique. When working with a peer, praise, sensitivity and constructive feedback are promoted.

Higher Level Teaching Assistants (HLTAs)
During any HLTA cover time, the class teacher is still responsible for the planning of the lessons and the overall academic progress of the children in their class. The HLTA is responsible for managing the behaviour of pupils, the delivery of curriculum content in lessons, and marking the work produced by the children.

Supply teachers should use the agreed marking scheme and be aware of the school's Feedback Policy. In the event of unmarked work by a supply teacher, the work should be labelled with the supply teacher's initials and the Headteacher or Deputy Headteacher should be informed. The supply teacher will be reminded of this responsibility on his/her next visit.

Feedback Techniques

Oral Feedback

Oral feedback is the most powerful and has maximum impact when pointing out successes and improvements against Success Criteria. We believe in 'alert teaching': evaluating work within lessons, as the learning is happening, is the most powerful form of feedback so that children can make changes and apply new thinking within the lesson rather than retrospectively.

All classrooms have a visualiser, which supports teachers in providing this "on the spot" feedback.

Oral feedback can be:
- Whole class or group feedback at the start of a lesson, as a result of identified need from a previous lesson.
- Individual with a child, with an improvement suggestion.
- Within guided group work, either to the group or a child in the group linked to previous or current work.
- As part of a mid-session plenary, focussing on a particular area or learning need as identified in the lesson through the ongoing assessment of learning by the teacher / other adult in the class.

- As part of whole class work, using a visualiser. Children are selected during a lesson and their work is shown to the class. Together, the children and the teacher highlight where the child has met the success criteria and together help with an improvement comment. This form of oral feedback frequently helps other children adjust their work mid-session, and is very motivational.

Written Feedback

During a lesson, or once a piece of work has been completed, coloured highlighters are used to show children where they have been successful (in relation to the success criteria) or to show children where the areas of development are. **Green highlighters** will be used to indicate 'green for growth' and **yellow highlighters** will be used to show 'Yes you've got it'. Posters will be displayed in all classrooms to remind children of the code. The children will have the opportunity to use a **purple 'perfecting pen'** to show their improvements to a piece of work as a result of teacher feedback. A 'thought bubble' or a scaffolded sentence may be added in the maths books by the teacher to indicate that they would like a pupil to explain their methods and reasoning in response to a mathematical question.

Where a written comment is provided by the teacher in a piece of work the comment should be positive as well as providing ideas for next steps. Comments may model how something could be done or may be scaffolded by asking a question to encourage the child to think about their next steps. Every effort should also be made, in English and Mathematics, to link feedback comments to end of unit expectations that the children are working towards. Stickers with comments/stars and wishes may be used to share feedback with children.

The Two/Three Stars and A Wish technique is often used by adults and children in order to assess work against the given success criteria. Children should be involved in the 'unpicking' of a learning objective so that they know how they can be successful and achieve the objective. Objectives are shared with children in 'child speak' in the form of a WALT (We Are Learning To …) and success criteria are shared or developed with children. The children and/or adults carrying out the assessment should then refer to the success criteria when providing feedback. Three Stars and A Wish (the stars represent things that have been achieved in a piece of work, and the wish represents a next step) is one technique that is used to do this. The feedback should be directly related to the success criteria and learning objective. Children can use the technique to assess their own and other's work in the form of peer and self assessment.
Other models of feedback and self-assessment are also used. For example, teachers can use success checkers as a means of sharing success criteria and showing children where they have succeeded. Children can also use a success checker to record their own assessment of their work against the given criteria by providing evidence from their work.

Children should be given time to go back and reflect then act on any feedback. Purple polishing pens are used throughout the school to enable children to show where they have made amendments to their work in light of feedback.

Children's work in exercise books or on paper should be marked in a contrasting colour to their work. Written work that is to be used for display should clearly show the child's name and should be marked by the teacher before being displayed.

Marking comments or symbols should not detract from the child's work: it should be discrete, with tidily written comments.

If spelling is not the main focus of the activity, 3-5 misspelt words may be indicated. These may be chosen for various reasons:

- Spelling rules included in previous spelling activities
- Topic words or specific subject vocabulary e.g. science or mathematics
- Basic words the child is expected to know given his/her ability

What are our expectations for children's work?

All children's work should be dated, titled with the learning objective for that session in the form of the WALT, and underlined, using a ruler. Pictures or illustrations should be in coloured-pencil unless otherwise requested. Children may work in blue or black handwriting pen or pencil as appropriate to their ability or the nature of the work. Biros and Gel-pens are not acceptable for handwriting, but may be used for highlighting or marking. Ink pen may be used with teacher's permission for specific tasks or when a child has reached that level of competency with writing. Maths should always be completed in pencil. Labels on scientific diagrams should be in ink with pencil lines leading to the specific parts.

Spellings

3-5 spellings in a piece of written work will be highlighted by the teacher, as required. Either the word will be underlined, or a part of the word may be underlined if a particular spelling pattern is the focus. The use of classroom displays, word mats and individual spelling banks will be used to support children in recognising words that they frequently mis-spell. Word banks will also be created by the teachers, and added to by the pupil so that the children have the opportunity to attempt to correct their own work or spell a word correctly the next time that they use it. This approach will vary according to the age and ability of the child. For example, children may use their vocabulary books to record a corrected spelling or a teacher may use the code 'sp' and ask the child to identify misspelt words and self-correct them using a dictionary or word bank. Please see **Appendix A** for guidance on codes used when marking / providing feedback on writing.

Do specific subjects need a different approach?

Religious education should be marked with an empathetic comment or 'thanks' for sharing personal experiences or feelings.

Science should be marked with comments that develop the child's scientific thinking/skills or knowledge.

Other subjects – teacher's comments should lead to development of the skill/knowledge being taught. In history for example, the comments should be related to the historical skill being taught and should not focus on the presentation of work or English based skills such as handwriting or spelling.

ENGLISH

DAILY feedback with the expectation that books will have a deeper mark approximately twice a week. Highlight examples of work in yellow that link to achievement in the WALT. E.G if the WALT is fronted adverbials, highlight two or three good examples.

Use a green pen to comment on one or two things to 'fix'

Cold Writes – we do not provide feedback to pupils on their Cold Write, although a positive / encouraging comment is appropriate. Teachers do use the Cold Write to assess the learning and next steps for each child.

Hot Writes - use Success Checkers and highlight each objective yellow or green. (Yellow for 'you've got it' and green for growth)

At the start of a new unit: A front sheet explaining the unit overview will be in all English books with space for "My target(s) for this new unit is …" for each child.

MATHS

Children can mark their own work but there needs to be teacher oversight via ticks or comments alongside pupil marking to show we have checked accuracy of self marking.

'Rotate' when children mark their own work during a lesson. Children should never have to sit and listen to the other children mark their work. Use it as a way of enabling children to mark their first few to gauge their success during a lesson.

Comments from the teacher can be 'well done', 'you have worked really hard here', 'don't panic; we will look at this together' .

The smartboard can contain questions for 'response marking' and the children can be directed by one 2 or 3 chilli in their books so that they know which question to do.

SPECIFIC CHALLENGE OR QUESTION MARKING TO CLOSE GAPS/ MOVE SPECIFIC CHILDREN ON CAN BE ADDED TO INDIVIDUALS BOOKS AS NECESSARY This should be 2 or 3 times over the week.

Rewards for work

House points, stickers or stamps are often awarded for work that has achieved the success criteria or where the teacher feels that the child has put a large amount of effort into a piece of work. Teacher Award Certificates are given on a weekly basis for a variety of reasons including good work and effort. The behaviour ladder is used as a motivational tool to encourage children to be 'ready to learn' and also to reward positive learning behaviours and effort.

How do we ensure that children have read the comments?

Children are actively encouraged to tick or initial teachers' comments after reading and, in addition, to add their own comments if they wish. Corrections or improvements in written work should be completed after the marked work. We recognise that children need to be allocated time in order to achieve this vital step in the assessment and improvement cycle. Children may be asked to use an agreed 'perfecting pen' to show edits and improvements to their work.

Approach for marking SEN

Wherever possible regular verbal feedback will take place. Positive reinforcement of every small step in the progression of learning and/or good learning behaviour is particularly important to these children. When the difficulties are mainly in recorded work feedback is related to specific learning objective and/or usage of previous learning.

Equal opportunities in feedback

We aim to have a consistent approach to reward the effort that children put into their work, regardless of an individual's needs or ability. Children have different needs and we aim to use appropriate marking to reflect this, allowing all children constructive feedback in an accessible form. Time will be built into lessons for all children to reflect on marking and respond to it. Where a Learning Support Assistant has supported a child, the code 'LSA' may be used, but this is for factual purposes only and additional feedback on learning will still be given.

This policy should be read in conjunction with our Behaviour & Discipline Policy, Teaching and Learning Policy and Assessment Policy.

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Appendix A - Guidance on codes used when marking / providing feedback on writing.

Writing editing symbols

Whenever you see these symbols in your writing, use your purple pen to edit!

C	**Check capital letters (start of sentences, names, places)**
P	**Check punctuation (end of sentences, speech punctuation etc)** Top tip: read your work aloud to work out where you need punctuation!
Sp	**Check spelling** You could use the washing line, speed sounds chart, spelling journal, dictionary
T	**Check your tenses** Yesterday I walked… Today I walk… Tomorrow I will walk…
L, C, W, C	**Look, cover, write, check** Any words that were mis-spelled – copy 4 times to practise!