Feedback Policy

Our vision is for all children to be safe, happy and learning. We deliver this vision through clear aims that are underpinned by our school commitments.

Feedback Policy
Purpose of the policy
At Thorns Primary School, our Feedback Policy is written in conjunction with the Assessment Policy. This Feedback Policy is underpinned by the evidence of best practice from the Education Endowment Foundation, OFSTED clarification September 2018 and the Assessment Commission. This suggests that effective feedback should enable the following:

- redirection or refocusing either the teacher's or the learner's actions to achieve a goal;
- be specific, accurate and clear;
- encourage and support further effort;
- be given sparingly so this it is meaningful;
- provide specific guidance on how to improve and not just tell students when they are wrong.

Key Principles
Our feedback policy has the following core principles:
- *The sole purpose of feedback is to further a child's learning*.
- Feedback delivered closest to the point of action is most effective and therefore more effective if part of the lesson.
- Written feedback should only be used where it is accessible to the children and appropriate, according to age and ability.
- Feedback takes many forms* other than written comments and is part of a wider assessment process in the classroom; this aims to provide the children with an appropriate level of challenge in lessons, allowing them to make good progress.
- All children's work should be reviewed by the teacher at the earliest appropriate opportunity so that it can impact on future learning. When work is reviewed, it should be acknowledged in books.

What about the evidence?
Previous policies have relied on the need to evidence feedback and have been heavily dominated by written feedback or 'marking' as the only evidence that feedback is occurring. OFSTED (September 2018) has reported in respect of number of areas including expectations regarding children's work that, 'it does not expect to see any specific frequency, type or volume of marking.' It also recognises that, in order for feedback to be effective, different subjects and different age groups may need to use different strategies for feedback. OFSTED also states that no written evidence is required to show that verbal feedback has occurred.

*So where will feedback be seen?
In order to provide clarity about what we expect at Thorns Primary School, feedback may be seen in the following ways:
1. Immediate feedback- at the point of teaching (verbally and or/written, as appropriate)
2. Summary feedback- at the end of a lesson/ task or at the beginning of a lesson if work is continuing (verbal)
3. Review feedback- away from the point of teaching- including written comments (see below)

Type	What this looks like	Monitoring Evidence
Immediate (In the lesson – adults moving around the class or with their group)	- Often given verbally to children for immediate action. - Takes place in the lesson with individuals or small groups but may be whole class. - May redirect the focus of the teaching or the task. - Includes teacher gathering feedback from what is said or recorded during the lesson. - Questioning by the teacher to help support children's responses which may be rephrased to illicit understanding - May involve the TA to provide further support or challenge. - May include highlighting of spellings/ punctuation or annotations* - The adult providing the feedback (particularly if not the class teacher) may initial to communicate to the teacher (for assessment purposes) that the child was assisted in some way.	**Lesson visits/ learning walks: to see verbal feedback** **Book look**: Some evidence of improvement/correction **Book look**: improvement evident in books over time, either through editing or further working

Summary (Verbal – generally shared with whole class)	Often given verbally. Takes place at the end of a lesson or activity. Usually involves whole class or large groups. Provides an opportunity for evaluation of learning in the lesson. <u>At the end of the lesson</u>: children self- assess on their learning label (smiley face using learning intention/s) May involve peer-assessment against an agreed set of criteria. Teachers **highlight learning label to indicate level of success** against learning intention/s (green, orange, pink)	**Lesson visits/ learning walks:** lesson content may be adapted to children's needs; some evidence of self and peer assessment **Book look:** highlighted learning labels; children's self-assessment
Review (Strand 3 Rosenshine)	Takes place away from the point of teaching Can be given verbally to large group or whole class at the beginning of a lesson for immediate action. May involve written comments/ annotations for children to read/ respond to and will involve a focus on presentation and spelling (see below)* Provides teachers with opportunities for assessment of understanding - checking Leads to adaptation of future lessons through planning, grouping or adaptation of tasks.	**Lesson visits/ learning walks**: Adapttion of subsequent lesson to include focus for feedback. Children grouped for most effective support. **Book lookl**: acknowledgement that work has been reviewed; written comments and appropriate responses or action **Pupil voice**: Flexible groupings discussed, additional support for misconceptions

What practical resources and strategies do we use?

- <u>*Learning Labels (in Berlin Sans font)*</u> (detailing threshold concept and *specific learning intention/s*, and level of support) are stuck in books to aid feedback (appendix 2)
- *Characteristics of Learning* statements listed in the front of books and most relevant characteristic referred to in the lesson.
- *Highlighting* (green, orange, pink) used *against learning intention* to indicate children's level of success within the lesson
- Any *gap tasks* should be clearly identified (where these are appropriate), and children are expected to respond to these. This includes handwriting and spelling* (see below). Any such tasks need to address gaps in non-negotiables, as appropriate to the child (and their targets for improvement). Imperative verbs must be used to avoid ambiguity or rhetorical interpretation: *Rewrite this sentence, punctuating correctly: Answer question three again; Write the inverse calculation; Solve this problem; Show your working out.*
- Self -assessment by drawing appropriate face (happy, sad, OK) on Learning Label.
- <u>Any written comment will be written in dark green biro – and only used if beneficial for the child. PPA cover and supply teachers will use a blue pen.</u>
- Time should be given at the start of a lesson for feedback and follow-up (including completion of gap tasks). Time to correct generic errors e.g., letter formation, CEW (from any subject) should be given during morning registration time.

How is work acknowledged in a written form?

- Where appropriate, a comment regarding effort or achievement may be seen. Teachers may choose to use a sticker or draw a smiley face and use an *appropriate* adjective ('Great!', 'Super!' etc.) if genuinely deserved.
- Ticked work in maths is an acknowledgement that work is correct. In all other subjects, it is acknowledgement that the work has been read and assessed.
- Where verbal feedback 'in the moment' was provided, adults may initial the point at which the feedback was given to communicate to the teacher that support had been required at that point (this is to aid teacher assessment).
- Work that has been produced to a particularly high level (for that child) or with great effort may be sent to the Head Teacher for additional praise. The Head Teacher, SLT and subject leaders will also look at book

samples regularly as part of their monitoring and evaluation. They may ask the children about the feedback they are given and talk about the 'marking' in their books.

- Work may also receive a House Point reward of up to 2 points. Attitude to learning (through the Learning Powers) may also receive a reward.
- Half-termly praise assembly rewards are given for curriculum, Learning Powers and demonstrating school values).

*Handwriting, spelling, and punctuation

It is important that the fundamental writing skills of handwriting, spelling and punctuation are developed and practised in all areas of the curriculum so that they become 'second nature' to the children. This is particularly important in English books, but certain errors should also be identified, and the child given the opportunity to correct and practise, in all subjects.

- capital letters (e.g., start of sentence, I and proper nouns)
- full stops
- words they have been specifically given to use (i.e., copied from a word bank, e.g., Armstrong, fossil)
- Common Exception Words (CEWs) from a previous phase (or ones they are currently working on). *Use judgement regarding children with SEND (speak to KB or SH for guidance)*
- letter formation e.g., descenders below the line

These errors must be identified using a PINK highlighter (maximum of 5 errors in any one piece of work – use judgement to prioritise and be mindful of individual children's needs).

Live marking (in the lesson): green biro/pink highlighter, underline/dot/highlight and refer child to the correction (tell them!)

Written marking: adult highlights correction in pink and then writes the correction underneath for child to copy (number of times teacher's discretion). Teacher may choose to highlight in green any 'wow' words, punctuation   etc.

Appendix 1: Learning Label detailing learning intentions and used for feedback (marking) – *take from planning*

Threshold Concept/s:						
Today's learning intention/s (LI): •						**Self-assessment:** ◯
Independent	**No adult**	**Teacher**	**TA**	**Group**	**Paired**	**Req. support**

Example:

Threshold Concept/s: • Build an overview of world history • Understand chronology						
Today's learning intention/s (LI): • Know that Florence Nightingale was a nurse during the Crimean War • Place the Crimean War on a timeline (in relation to selves – see our timeline)						**Self-assessment:** ◯
Independent	**No adult**	**Teacher**	**TA**	**Group**	**Paired**	**Req. support**

NB blank Learning Labels can be found in the Assessment folder on Teams, or the table can be copied and pasted from this policy, also in the Assessment folder on Teams.