**Deanery C E Primary School**



**Feedback Policy**

**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 where
* appropriate.
* 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 feedback 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 on its own, with a positive comment, next steps or with a closing the gap question. As suggested in appendix 2, a variety of these is best as appropriate.

* Positive comment – e.g. ‘good’, well done’, house point (h.p.), stickers.
* Next steps – 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.
1. **Self assessment (SA) / Peer assessment (PA)**

Children can assess their own and each others work. 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 during scheduled DIRT time (Dedicated Improvement and Reflection Time). Children should write their SA/PA in green pen. When peer assessing, children should end the PA by writing their initials. Teachers must check children’s SA/PA comments and stamp the work with the ‘Teacher check’ 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.

1. **Verbal Feedback**

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. Then, where appropriate, children should make brief notes around the stamp to explain the content of the feedback (not expected in KS1). Teachers give informal feedback to children all the time, it is only appropriate to use the verbal feedback stamp as a feedback method when the feedback provided is intended to move their learning forward and if the teacher considers it sufficient to replace written feedback. See further guidance in appendix 2.

**Criteria for Feedback of Foundation subjects**

All staff will use the recognised marking symbols ‘Code for marking’ (Appendix 1).

All feedback will indicate whether work has met with the objective by using one of the three feedback methods as detailed above. All extended writing produced through cross curricular lessons will receive focus marking.

In addition feedback will include one or more of the following:

* Spellings to be corrected, indicated, where appropriate (No more than 3 per piece of work)
* Punctuation errors to be indicated.
* Grammar corrections to be made where appropriate, by circling and correcting an error.
* Personal targets referred to where appropriate.

**Criteria for Focused Marking of Core Subjects**

**Literacy**

* All extended writing should be focused marked.
* Marked against a focussed objective using one of the three methods detailed above.
* Some pieces of work will include the use of success criteria (WILF) which should be checked by both the pupil and teacher.
* Indicates what child has achieved.
* Includes targets for development/addresses personal targets/questions to close the gap.

**Science**

* Marked against a focussed objective using one of the three methods detailed above.
* Focus marking of all extended writing.
* Some pieces of work will include the use of success criteria (WILF) which should be checked by both the pupil and teacher.
* Includes targets for development/addresses personal targets/questions to close the gap.
* The correct use of technical vocabulary will be targeted.
* Spelling corrections for technical vocabulary.

**Mathematics**

* Marked against an objective using one of the three methods detailed above.
* Some pieces of work will include the use of success criteria (WILF) which should be checked by both the pupil and teacher.
* Includes targets for development/addresses personal targets/questions to close the gap.
* Incorrect questions marked with a cross (x).
* Spelling corrections for technical vocabulary.

**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.

**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.**

**Appendix 1**

**Code for Marking**



Objective achieved.

Still working towards objective.

Not met objective.



Work is correct



Work is incorrect



Verbal feedback given



Work has been checked by a member of staff.


Pupil worked independently



House point awarded (number may vary)



Talk to me about this work

Ab 2/3/07 Absence + date = Absent

**Grammar Code:**

New paragraph needed here



Spelling error –

KS1 – underlined, with word written in margin and two bullet points underneath.

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

**Making Corrections**

**Spelling**

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)

*How many corrections?*

Using the agreed ‘Code for Marking’ teachers should correct a number of spellings relative to

* The amount of work written
* Child’s capability
* Suggested 1 or 2 for KS1 children. 3 for KS2 children.

*How teachers should correct?*

Using ‘Code for Marking’ teachers underline incorrect spellings. For KS1 children, teachers will also write the word in the margin with two bullet points underneath (to indicate to the child that they must write the correction twice) For KS2 children, write the first two letters of spelling in the margin, with two bullet points underneath (to indicate to the child that they must write the correction 3 times.)

**Grammar**

As in feedback policy, circle punctuation/grammar error.

*Following through corrections.*

Children correct at side of error IN GREEN.

Corrections should be made in spelling and grammar across all subject areas.

**Maths**

Maths corrections should be made at the side of the error.

**Dedicated improvement and reflection time (DIRT)**

Corrections should be completed at the start of the next lesson for that subject. Time should be given to do this as well as to read comments made by the teacher in marking.

**Appendix 2**

**Feedback guidelines for teaching staff.**

To ensure children receive feedback through a variety of methods, it is advised that teachers aim to use the following guidelines where possible and as appropriate when giving feedback. Teachers should ensure all pieces of extended writing receive the same level of feedback across the curriculum.

Maths:

* Most pieces of work to be stamped with the objective stamp. (Excluding SA/PA and verbal feedback days) 1 day stamp only, 2days stamp plus comment/gap task.
* SA/PA ideally used once a week.
* Verbal feedback to be used once a week (once per child).

Literacy:

* All pieces of work to have spellings, grammar and punctuation corrections made.
* Most pieces of work to have objective stamp (excluding SA/PA and verbal feedback days) 1 day stamp, 2 days stamp plus comment/gap task.
* SA/PA ideally used once a week.
* Verbal feedback to be used once a week (once per child).
* Big write – focused mark (positive and constructive feedback).
* Once a half term Big Writing to be peer assessed (with a reduced teacher mark). This must be well modelled – linked to success criteria. If the teacher agrees with the PA, that can be simply stated, or if not elaborated on. Teacher to still make spelling, grammar and punctuation corrections.

Science & Creative Curriculum:

* Objective stamp plus comment for one lesson a week.
* Either SA/PA/Verbal or objective stamp for the second lesson of the week, used alternately. (Used where appropriate)
* Extended writing focused marked.

RE & Spanish:

* Alternate between stamp and comment and then either SA/PA/Verbal or stamp.

Professional judgement to be used where necessary (e.g. more/less comment required for certain children or certain pieces of work.)

Margaret Carter/Anita Morris/Pam Stacey/Sally Yates/Sue Youngman May 2004 Revised: Anita Morris/Kirsty Cullen March 2007

Reviewed by Anita Morris/Kirsty Cullen/Mark Cadwallader September 2010

Revised: Adele Soar/Helen Kent November 2014