Faith, Family and Fascination

Feedback Policy

Boutcher C.E. Primary School

Reviewed by: Standards Commitee	
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Signed:	

Feedback Policy

Boutcher CE Primary School
Faith, family, fascination

This policy is underpinned by the evidence of best practice from the Education Endowment Foundation, other expert organisations and in-depth discussions with our children.

Key Principles
At Boutcher CE Primary we recognise that marking & feedback are very important & we want to create a meaningful, manageable & motivating system which allows our staff to give high quality diagnostic feedback and our children to become successful independent learners. The sole focus of feedback should be to further children's learning.

Feedback should:
- Redirect or refocus either the teacher's or the children's actions to achieve a goal
- Feedback should be as specific, accurate and clear
- Encourage and support further learning
- Put the responsibility on children to correct their own mistakes rather than providing the answer for them
- Alert the teacher to misconceptions so that these can be addressed in a timely manner

Feedback & Marking in Practice

Why is feedback important in our school?
Giving children feedback, marking or acknowledging their work are important aspects of the learning process.
There are mechanisms by which we are able to:

- Engage the children fully in the learning process
- Encourage independence and create resilience
- Help children make progress
- Assess children on a day to day basis
- Check children's understanding during & after the lesson
- Provide strategies for children to improve & help them to understand their next steps in learning
- Give time to reflect upon their learning and put effort into making improvements
- Inform planning & structure the next phase of learning
- Facilitate effective & realistic target setting for children and/or teacher
- Encourage a sense of pride in their work
- Maximise learning & raise standards

Methods of feedback:

It is important to create a balance between different types of feedback and teachers will use their professional judgement to promote further learning.

 Research shows that children value the opportunity to respond to feedback and so dedicated improvement and reflection time is given during lessons.

Indeed, a football coach does not wait until the end of the match to give their team instructions and feedback but this is an on-going process throughout the match!

- Through observations & discussion
- Questioning - See example
- Mini plenaries
- Scaffolds to aid understanding or next step
- Self- assessment and collaborative feedback
- Self/peer-marking
- Immediate oral feedback from 'live marking'
- Written feedback, either whole class, group, or individual

The table shows examples of how feedback looks in practice in Boutcher CE Primary

Type of feedback	What it looks like	Evidence
Immediate / 'live' marking	- Teacher gathering feedback from teaching including mini whiteboards, book work etc. - In lessons with individuals and or small groups - Mini-plenaries (MP) addressing any general misconceptions or to highlight successes - Use of questions - Use of highlighters/ annotations	- Learning walks - observations - photos in books - VF noted in book - MP noted in books - Evidence of annotations - Use of marking code/ highlighting

Summary	• Takes place at the end of a lesson • Often involves groups and/or class • Provides opportunity for evaluation of learning in the lesson • May take form of self/peer assessment against an agreed set of criteria • May guide a teacher's further use of review feedback, focussing on area of need • In subjects where whole class marking is selected, teachers will complete the form indicating where praise needs to be given , further support needed and any misconceptions or vocabulary needs going over at the start of the next session.	• Lesson observations • Evidence of self/peer assessment • Reflected in selected focus review feedback (marking) • Teacher file with whole class marking records
Review/ written marking	• Takes place away from the point of teaching • May involve written comments/annotations for children to read /respond • Provides teachers with opportunities for assessment of understanding • Leads to adaptation of future lessons through planning, grouping adaption of task or interventions • Next step learning or targets may be set • Whole class marking record completed for RE, Science, Theme	• Acknowledgement of work completed • Written comments & appropriate response/ action • Adaptations to teaching sequences when compared to planning • Use of annotations • Record of whole class feedback

KS1 written comment by the teacher only if read to them or can read themselves. The marking code must be understood by all children.

How we use the feedback system

Teachers may consider the following actions to achieve the quality, and quantity of work and independence that we aim for in Boutcher CE Primary:

- Prior knowledge discussions at the start of a lesson give feedback to teacher & should confirm plans for the lesson or not, thus allowing any adjustment
- Use of visual and written cues & making links with other learning to help the memory process

- Discuss process: Where they are, where they are going and how to get there

- An assessment of what children are trying to achieve and why it is important – you will need this to….

- Set aside time to learn from their mistakes or improve their work. Children need to be taught to think about the mistakes or errors and learn to correct them themselves therefore fostering resilience.

- Collaborative feedback MUST be explicitly taught, reviewed and become an integral part of the learning process.

- Use of teacher questioning in teaching & feedback – see appendix 1

- Next step marking, given either verbally or written- VF recorded in child's book if teacher has spoken to a child and addressed an area of their work

- Setting targets and reminding children when they are undertaking a similar piece of work.

- Setting desirable difficulties- just enough challenge

- Showing examples of work to a good standard to the class to ensure children can visualise the expectation

NB: Excellent presentation is always expected

Engl**ish feedback**

➢ All staff and children will use the marking code. See appendix 2
➢ Children must be taught the skills to correct and edit their own and other's work using the learning objectives and success criteria.
➢ In KS1, the marking and feedback will generally incorporate the marking code where children are given expectations regularly about how they should respond to marking and what edit/changes need to be made
➢ In KS2, collaborative marking will take place where children are editing work together, both children will focus on one book at a time & the owner will lead the process. Children will edit on the left hand side of their book.
➢ In self/peer assessment the children can highlight the evidence of LO and/or success criteria achieved
➢ Children will review their work against the success criteria at the end of the independent write (IW)
➢ The teacher will tick success criteria when marking the independent write
➢ Children will be given time at the beginning of next IW to edit/correct from the previous session

- ➢ Children will usually mark the SPaG content and this will be initialled by the class teacher
- ➢ Spelling, punctuation, grammar etc. should **not** be marked in every piece of narrative writing.
- ➢ Teacher may choose a section of the work to improve
- ➢ Specific time given for error spotting such as spelling, omitted punctuation and then time for editing to improve content
- ➢ Highlight examples (up to 3) of children achieving the LO or success criteria
- ➢ Teacher can make a note of areas to develop or correct & use anonymous child's work to clarify, correct or to analyse its successes so far.
- ➢ Teacher may use working walls may pick up on errors children are making and guide children what makes a good piece of writing
- ➢ Teacher may use a variety of scaffolds & prompts to assist with editing. See appendix 3

- ➢ Group or whole class feedback (wcf) sheets could be used for children to correct specific errors in their work. See appendix 4
- ➢ Mid project written feedback encourages children to act on it and view it as helpful
- ➢ The teacher will double tick the reading LO if it has been fully met in Read & Respond Journal tasks
- ➢ In collaborative improvements the left hand page will be blank for teacher comment, success criteria to check at the end of IW or child improvements
- ➢ In KS1 purple pen will be introduced to children, when ready and used for editing on the writing page

Mathematics feedback

Boutcher operates a two-part mathematics lesson, usually 30 minutes at different times of the day. One is fluency which allows the children to practise the skills and the other is putting these skills into practice- the reasoning.
In the fluency:
- Teachers will model the skill to be practised that day
- Staff 'live mark' to pick up any errors or mistakes
- Children confirm the accuracy of their answers by trying inverse or another method
- Children mark their own work in purple pen in KS2
- Staff mark using code in KS1
- Children correct their mistakes or errors
- Teacher checks the learning after each session and initials work
- Interventions planned as needed

In reasoning:
- Teacher discusses & models the task
- Staff 'live mark' to provide feedback or next step
- Teachers may model calculation and/ or problem solving strategies in children's books
- Children may work collaboratively and undertake peer/self -marking where they are encouraged to seek alternative methods or explanations to find the answer

Science/ RE/Foundation
- Each correct piece should be marked with ticks- wcf written on the work to indicate that a whole class feedback (wcf) sheet has been completed by the teacher for this lesson.
- Teachers may underline key words or vocabulary/ ideas that are spelt incorrectly or are wrong- these will be revisited at the start of the next session and children given the chance to correct them or answer a question to clarify their learning
- Feedback should take account of literacy improvement points
- Children may work collaboratively and undertake peer/self -marking where they are encouraged to explain predictions & thinking
- One assessment task marked by the teacher at the end of the topic

Appendix 1

Clarification (surface)	Reason & evidence (surface consolidation)	Implications &consequences (deep)	Explore alternative views (Deep consolidation)
Can you explain that?	Why do you think that?	What would be the consequence of that?	Can you put it another way?
What do you mean by?	How do we know that?	How would you test that to see if it is true?	Is there another point of view?
Can you give me an example of?	What are your reasons for?	What follows from what you say? What can we work out?	What if someone suggested that?
How does that help?	Do you have evidence of?	Does that view agree with what was said earlier?	What is the difference between that view and…?
Does anyone have a question to ask about that idea?	Can you justify your opinion?		What would someone who disagreed with you say?

Appendix 3

Teachers may use :

Reminder prompts – write more about his/her character/ how do you think he/she felt?

Scaffolded prompts- give some suggestions/specifics – what type of boy/girl was he/she- shy, excitable, gregarious or describe what the child would do if he/she heard unkind words about his/her friend or the child liked to play jokes on his/her friend such as…
or the dog barked _____ly, running around feeling very_____

Example prompts- explicitly modelled words or phrases and could ask them to choose or make one of their own.

Other children might need even more support. For example, the teacher might need to draw a yellow box around a section of text to narrow down the search area for the pupil, alongside the comment that there are speech marks missing or incorrect tenses or the same sentence structure over-used.

Where mistakes are deeply entrenched, the teacher will need to do some direct work modelling how to overcome them. For example- to clear up the confusion with apostrophe use.

However, with all of this, it is in addition to (and not instead of) the requirement of a teacher to model editing for pupils before the independent section of the lesson.