Leverstock Green CE (VC) Primary School

Striving for excellence; caring for the individual.

Feedback Policy

Leverstock Green CofE (VC) Primary School

Policy Review

This policy will be reviewed in full by the Governing Body every three years.

The policy was last reviewed and agreed by the Governing Body on 4th May 2022.

It is due for review in May 2025.

Signature .... Date ...5/5/22...

Head Teacher

Signature .... Date ...5/5/22...

Chair of Governors

1

Leverstock Green CE (VC) Primary School

Striving for excellence; caring for the individual.

FEEDBACK POLICY

At Leverstock Green CE Primary School, we want to provide all children with the opportunity to make good or better progress and develop positive attitudes to their learning. Formative assessment or 'Assessment for learning' is central to children recognising and achieving their potential.

> *'When teachers do formative assessment effectively, students learn at roughly double the rate than they do without it.'*
> *(Dylan Wiliam)*

> *'Learners need endless feedback more than they need endless teaching.*
> *(Grant Wiggins, Less Teaching and More Feedback?)*

Assessment *for* learning

Both assessment *for* learning and assessment *of* learning play an important part in improving the success of all learners. Whereas assessment *of* learning is mostly concerned with assessment for reporting and grading purposes, assessment *for* learning is concerned with **everyone being aware of where learners are in their learning, where they need to go and how to get there.** It is extremely important that all children are aware of their next steps for learning and how they can achieve these.

Aims

The intention is for formative assessment (or Assessment for Learning, AfL) to occur in everyday lessons. The way teachers mark and give feedback is central to the process and identifying the children's next steps for learning.

Outcomes

- To ensure that learning is adapted according to the needs of the child/class based on successes and areas for development from previous lesson
- To provide a positive learning ethos in which children can enjoy learning, reflect, improve and grow in confidence
- To provide effective oral, and where appropriate, written feedback to children daily
- To use strategies for peer and self-assessment
- To ensure children respond to continued high expectations
- To ensure children achieve high standards, develop independence and take ownership of their learning
- A copy of the marking code will be displayed for all children and adults to refer to in every classroom.
- To ensure our approach to feedback is adapted to meet the needs of all children.

Feedback

Teachers need to identify the next steps to learning for children as well as responding appropriately to areas for development. Teachers' feedback will provide pupils with the information they need to achieve the next step and make better progress. It is essential that the children know their next steps for learning and understand how they are going to get there. Next steps can be provided to the children in different ways e.g. verbally or written in their books, as per the marking guide.

At Leverstock Green CE Primary School, we believe marking and feedback should:
- Have the greatest impact on the children's learning whilst being manageable for teachers
- The main purpose of marking is to give information to children about how well they have succeeded in meeting the learning objective
- Involve all staff working with children in the classroom
- Give children opportunities to reflect on their learning needs and give clear strategies for improvement
- Give recognition and appropriate praise for achievement
- Ensure children are aware of their next steps for learning
- Mark work to reflect the high standards expected rather than the level of the work produced
- Respond to individual learning needs, marking face-to-face with some and at a distance for others, as appropriate
- Be used to inform future planning and next steps for learning
- Be accessible to all children
- Be used consistently throughout the school
- Be seen by children as a positive way to improve their learning
- Encourage and teach children to reflect on their learning through peer and self-assessment as well as adult feedback
- Be as prompt as possible. All feedback on a lesson must be completed before the next lesson, otherwise the impact will be lost.

Oral feedback
- Most regular and interactive form of feedback and reflects daily teaching practice
- Focus on helping pupils take the next steps in their learning
- Can be direct (targeted at pupils/individuals) or indirect (whole class can listen and reflect on what is said)
- Provide an opportunity to model the language pupils can use when responding or giving feedback to others
- Developmental feedback - recognise pupils' efforts and achievements and offer specific details of way forward
- The adult giving verbal feedback should initial the work using the 'VF' from the marking code

Written feedback

Any written feedback by the teachers and TAs should be completed in green. Supply teachers should write the word 'supply' on the page but mark in the same colour. TAs should initial the work they have marked.

> ➢ **Summative feedback/ marking**
- This usually consists of ticks and dots which are marks that are understood by the children. These are often associated with closed tasks or exercises (e.g. calculations or spelling tests.)
- Children should self or peer-assess wherever possible using their red pens
- Work will be marked using the 'marking code' (Appendix 1)
- We aim for all children to take responsibility for their learning and identify where they can make further improvements

> ➢ **Quality marking**

Verbal or written feedback by the teacher or teaching assistant will be given to each child where the teacher deems it appropriate. If there is no evidence of verbal feedback, such as editing in red pens, or self/ peer marking, all work must be acknowledged by a minimum of a tick or VF. In short, all work should either have red or green marking on. In some subjects, extended comments will be made as appropriate.

The emphasis in marking should be on both the successes made against the learning outcome and also the improvement needed. Extended comments based on success are not necessary, and instead teachers should use the double tick (as per the marking code) to recognize success.

A next step could be made to help the child to 'close the gap' or identify the next steps in their learning, using the appropriate marking code. This should be made according to either the LO/ success criteria of the lesson or long term expectations of the teacher.

Self/ Peer marking

Before the end of lessons, children may be asked to mark their work or mark in pairs. On these occasions, the following points are important:
- The children will mark in their red pens using the marking codes outlined in Appendix 1
- If peer marking, children will be neat and respectful of other children's books
- Children may be asked to identify successes and then suggest ways to improve the piece. 'What worked well'/'even better if' prompts could be used here
- If a Maths activity is 'closed' e.g. solving addition and subtraction calculations, marking should be completed daily by the children so that they receive immediate feedback on their successes , giving the opportunity for immediate intervention if needed

Spelling Corrections

Children cannot effectively focus on too many concepts at once, therefore a maximum of three spellings, relevant to the child's needs and year group, should be corrected when the piece of work is marked. Teachers will mark and provide feedback using the marking codes (Appendix 1). The children are then encouraged to make the improvements to their work using their red pens.

In KS1, where it could take significantly longer to correct spellings, teachers can make their own judgements. The format should remain the same however, with the correct spelling written next to how many times it should be corrected. It is still vital that spelling correction is picked up in all children's work.

Adjustments to feedback and marking

As an inclusive school, we recognise the need for adjusting the way in which feedback and marking is completed for children with Special Educational Needs (SEND). For example, if a child struggles with reading, feedback will be given verbally. If a child is non-verbal, feedback will be given with either through gestures, symbols, or pictures.

It is expected that teachers and support staff will implement reasonable adjustments based on their understanding of the needs of individual children.

PPA/Supply Teachers/Teaching Assistants/Learning Support Assistants/Student Teachers

- PPA/Supply teachers are expected to mark in line with the school policy, using the class teacher's previous marking as guidance. They will be given a guidance sheet that informs them of how work should be marked. If required, they should seek clarification
- PPA/Supply teachers are expected to mark, where possible, on the premises, with accompanying assessment feedback notes made on the teaching plans. These will inform the class teacher of how the children progressed against the learning outcome and also any necessary adjustments which should be made to the plans for the following lesson
- Supply teachers, TAs and student teachers should initial the work they mark
- TAs should mark the work of the child/group they have supported and feedback to the teacher on their progress and attainment

Time for children to improve

Much of the assessment for learning approach requires time to be allocated to allow children to consider successes and improvements as well as responding to improvement prompts. Without time being built in, the whole process is less effective and children return to completing tasks without considering how they can improve. This time is most effective on the same day and during the lesson so that the children can make their improvements during that specific task.

Early Years Foundation Stage

Assessment for learning in the Early Years Foundation Stage is ongoing and is an integral part of the learning and development process. Learning outcomes are shared verbally with the children, where appropriate, to ensure that when learning through play and open ended activities, the learning does not become limited.

Practitioners make systematic observations and assessments of each child's achievements, their interests and characteristics of learning. The observations and assessments are used to identify learning priorities and plan the next stages in the learning experiences for the child. These should be recorded as 'what next?' statements in each child's online learning journey.

Discussions take place with the child/children about their learning wherever possible, involving them in self-assessment and in identifying their next steps and how best to achieve them. Positive peer assessment is used to motivate and encourage children in their learning and help enable children to move forward in their development.

Leverstock Green CE (VC) Primary School

Striving for excellence; caring for the individual.

APPENDIX 1

Marking Code

SP X3	Spelling to be corrected 3 times
Highlighted green	Grammar/ punctuation error*
[ ]	Section that needs to be corrected, if large enough where highlighting will be unwieldy
//	Paragraph
•	Something needs correcting/improving
VF	Verbal feedback/talked with teacher
✓	Well written section/ correct answer
✓✓	Really well written section
NS	Next step**
S	Supported***
T	Teacher
TA	TA
Supply	Taught by supply teacher

*This is as a time saving mechanism. It should be used for missing capital letters/ inappropriately placed punctuation etc. Where punctuation is missing, highlight the gap where it should be. The children will need to be made aware that anything highlighted green needs to be corrected when the marking code is introduced.

**This could be hand written or written into books by the children by way of a plenary. If this is the case, the children should both write the next step and respond to it in red pen.

***Working throughout the session with an adult. This could be supporting them through maths calculations, a shared write or scribed work