

# Feedback Policy



Subject Leader	Date of Issue	Review Date	Other linked documents	Headteacher signed	Chair of Governors
Sandy Macdonald	November 2021	November 2022			

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Feedback policy key principles:

- The sole focus of feedback should be to further children's learning
- Feedback should empower children to take responsibility for improving their own work; it should not take away from this responsibility by adults doing the hard thinking for the pupil.
- Written comments should only be used as a last resort for the very few children who otherwise are unable to locate their own errors, even after guided modelling by the teacher.
- Children should receive feedback either within the lesson itself or in the next appropriate lesson.
  - The 'next step' is usually the next lesson.

Reception

Reception Guided work:

The teacher will keep a weekly feedback sheet for Maths, English, Phonics and all other subject areas. Please see below for an example of what this will look like.

Any corrections to work will be made 'in the moment.'

Our aim is that children across school will as much as possible be taught to self-correct as opposed to the teachers spotting errors and in Reception we will support them during their first school year by giving them a prompt as they learn to do this e.g. if a number is written back to front then the teacher will highlight this in pink. The child will then be asked why they think this has been highlighted. If a further prompt is needed the child may be given a number line and asked to find the number on this and then correct their own mistake.

The children will correct their work in pencil in the Autumn term moving onto using purple pens in the Spring.

Marking/feedback – Years 1 – 6

The teacher will keep a whole class feedback sheet which will be annotated during and sometimes after lessons. Whilst looking through the books either during the lesson or afterwards, teachers make notes on the key messages to feedback to pupils at the start of the next lesson or during the next visualiser stop using one of our school feedback sheets. Here is an example:

Work to praise and share	Needs further support
Presentation	Basic Skills Errors
Misconceptions and Next Lesson Notes:	
What I need to do (teacher reflection):	

In order for work to be marked 'in the moment' staff in each classroom need to ensure that they are continually 'checking in' with learners during each lesson. Areas where improvements are needed will be  
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highlighted in pink or boxed up so that the children are then able to try identify the error/misconception for themselves/with their learning partner after receiving this prompt.

Green (highlighter)	Pink (highlighter)	Purple (pen for all)
For good	For think	Children to use to make improvements

If written feedback is left by the teacher then this will be in black.

When children then respond to this feedback this will be almost always 'in the moment'. Children who feel they didn't grasp a concept have the option of using a purple pen to indicate an area that they would like support with (star work in the margin).

An in the moment feedback session using notes from the whole class feedback sheet may take place to address whole class misconceptions. If more time is required to address misconceptions then the teacher might use the start of the next lesson.

Examples of this could be; identifying common errors in basic skills (e.g. spelling, number facts) and then addressing common misconceptions (marvellous mistakes) that have been identified. This session is flexible in how long it will take but a typical session might be 10 minutes or so giving time for children to address any misconceptions.

### Visualiser Stops

Visualiser stops – these will be done throughout lessons - children may be identified randomly and with their permission their work will be displayed (or the teacher may have a reason for choosing a particular child's work e.g. example of a misconception that needs to be addressed) – the teacher and class will identify where success criteria has been met and where improvements can be made. Children should then be given time following these stops for discussion with a partner and to make amendments to their work. Improvements made after peer/teacher/visualiser stops will be made underneath the child's work.

### Cooperative Feedback

When learning is deemed to be finished cooperative feedback may take place. The author has the last word and makes improvements as a result of discussions with a learning partner.

Format:

- Both students read and discuss one of their pieces together (the author reading their work aloud), one book on top of the other. The student whose work it is has control of the pen and ultimate say.
- Together they decide the best bits which they might disagree about, but reasons are given, and those bits are underlined.
- Then together they talk about improvements that could be made and the author makes them on the piece of work using a purple pen.
- The students then go through the same process with the other student's piece of work.

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## Maths

Teachers will have answers to questions available so that after children have worked through 4 or 5 calculations, pupils can check the answers for themselves. That way, if they have a misconception or misunderstand something they can alert the teacher immediately.

Self-checking and staff constantly providing in the moment feedback to all learners means that mistakes are realised and addressed quickly.

Another strategy that could be used is peer marking. For example, when more confident pupils finish their work with time to spare, they can consolidate their learning by 'marking' other children's books.

In Key Stage 1, the class teacher will stop the children after the class has completed several questions during independent practise, to review questions together (under the visualiser). Misconceptions can then be addressed before the children continue. This will then identify children who require further support from an adult.

In Maths, rather than starting each lesson with feedback from the previous lesson this feedback will form the basis of Friday's Maths lesson.

There will be one whole class feedback sheet used for the week.

### Success criteria as a self-marking prompt

In Maths, after the children have marked their own work they may be asked to look again at the process success criteria to see if they can identify mistakes for themselves.

Children who are picked up as needing additional support should be identified on the whole class feedback sheet and then time should be made to revisit this learning before starting the next day's Maths learning.

### English (especially writing)

When writing we use a redrafting approach. When the teacher looks at books and talks to children during a lesson, they will complete the whole class feedback sheet detailed earlier. This might include things to do with the technical accuracy of the writing; spelling errors, punctuation omissions, and other transcription mishaps, as well as any content improvements. This will also include the effect on the reader.

Where individual children have done particularly well this be noted on the feedback sheet and shared at the start of the next lesson. Where it is a misconception the mistake might be shown anonymously or the teacher might model writing a sentence with the same misconception.

In the next lesson the teacher will share extracts from pupil's work, using the visualiser e.g. they might showcase someone whose letter heights have the ascenders and descenders just right. They can then ask pupils to look at their work and rewrite one sentence from it, making sure they pay attention to letter heights. Then they might move on to character description and show examples of work where this has been done well, pointing about what made the description so vivid.

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Children will then be given time to edit and improve their own work using purple pen. Left hand side of books will be left blank for improvements to be made (KS2 only).

### Key Stage 1

In Key Stage 1 this will look slightly different. The next lesson might start with a challenge based on a common misconception e.g. spelling error – look again at the commonly misspelt tricky word and then dictate a sentence for the children to write using this tricky word. The skills of editing and redrafting will be slowly built up across the year e.g. re-read your sentence to a partner I want you to check that they have used....Rewrite your final sentence making sure you are forming the letters\_\_\_ & \_\_\_ correctly or rewriting/editing a sentence that is written by the teacher to model the process.

In English there will be one feedback sheet used for the week. The only exception to this will be when the final piece of independent piece of writing is done at the end of a unit. After this one feedback sheet will be used.

### Other areas of the curriculum

One feedback sheet is to be used for the whole half-term.

### Marking code

For consistency and efficiency when teacher are annotating work with their black pen. The following marking code is to be used:

Finger spaces	— —	Capital letters	Aa
Letter formation	abc	Question mark	?
Joining	join	Exclamation mark	!
Conjunctions	<b>C</b> (example)	Commas	,
Vocabulary	<b>V</b> (example)	Punctuation	: ; - () ...
Openers	<b>O</b> (example)	New paragraph	//
Full stops	•	Spelling	Word written correctly
Amount of writing	← →	Missing Word	👁

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Expectations (monitoring):

When SLT are doing 'book looks' then we would expect to see for each piece of work either:

- The teacher has annotated the work with black pen
- The child has corrected their work with a purple pen
- The feedback sheet has been completed
- Pink highlighter on the piece of work

Or ALL of the above ☐

S.Macdonald - Assessment Subject Leader Updated November 2021

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