



PRESTON GRANGE PRIMARY
SCHOOL

FEEDBACK POLICY

September 2018

Review: September 2020

In Autumn 2017, staff reflected on marking and feedback in children's books and felt that practice at the time was not meaningful and effective for all children. Following this, staff began to consider alternative approaches to marking and feedback. The leadership team attended a conference focused on verbal feedback and observed this in practice at another setting. This prompted a pupil voice survey to gather children's opinions and attitudes towards feedback. Analysis demonstrated that children's views mirrored those of the staff and that written comments were generally not well received. The children felt written feedback could be helpful but only if someone spoke to them at the same time. The survey was overwhelmingly in favour of verbal feedback.

In response to both staff and pupil views, staff worked to develop a feedback approach which was more visual, verbal and accessible for all learners.

At Preston Grange, we recognise the importance of feedback as part of the teaching & learning cycle, and aim to maximise the effectiveness of its use in practice. Each lesson is informed and structured around the learning within and the evaluation of previous lesson(s).

Key Principles

Our policy on feedback has at its core a number of principles:

- the sole focus of feedback and marking should be to further children's learning;
- evidence of feedback and marking is incidental to the process; we do not provide additional evidence for external verification;
- feedback delivered closest to the point of action is most effective, and as such feedback delivered in lessons is more effective than comments provided at a later date;
- feedback is provided both to teachers and pupils as part of assessment processes in the classroom, and takes many forms.
- feedback is a part of the school's wider assessment processes which aim to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress.
- All pupils' work should be reviewed by teachers at the earliest appropriate opportunity so that it might impact on future learning. When work is reviewed, it should be acknowledged in books (highlighters/stickers/stamps).

Feedback and marking in practice

It is vital that teachers evaluate the work that children undertake in lessons, and use information obtained from this to allow them to adjust their teaching. Feedback occurs at one of three common stages in the learning process:

1. Immediate feedback – at the point of teaching (e.g. verbal, modelling, re-grouping, scaffolding, extending).
2. Summary feedback – possible at various points in the lesson.

3. Review feedback – away from the point of teaching (teacher marking & evaluation, creation of SHINE tasks).

As a school, we place considerable emphasis on the provision of immediate feedback. When completing a 'Feedback Overview' sheet, teachers focus on what needs further teaching/support, misconception(s) and how to structure the next lesson.

At Preston Grange, this is what feedback looks like in practice:

Type	What it looks like	Evidence (for observers)
Immediate	<p>Includes teacher gathering feedback from teaching, including mini-whiteboards, book work, etc.</p> <p>Takes place in lessons with individuals or small groups. Often given verbally to pupils for immediate action. May involve use of a teaching assistant to provide support or further challenge.</p> <p>May re-direct the focus of teaching or the task.</p> <p>May include highlighting/annotations according to the marking code.</p>	<p>Lesson observations/learning walks.</p> <p>Book scrutinies.</p> <p>Some evidence of annotations or use of marking code/highlighting.</p>
Summary	<p>Takes place at various points throughout the lesson.</p> <p>Often involves groups or the whole class.</p> <p>Provides an opportunity for evaluation of learning in the lesson.</p> <p>May take the form of self- or peer- assessment against an agreed set of success criteria.</p> <p>This could be used to inform teacher focus when</p>	<p>Lesson observations/learning walks.</p> <p>Some evidence of self- and peer- assessment (children assess in green and blue highlighters when assessing themselves against a set of success criteria).</p> <p>Review Feedback sheets.</p> <p>Pupil voice.</p>

	completing 'Feedback Overview' sheet.	
Review	<p>Takes place away from the point of teaching. May involve written annotation. Provides teachers with opportunities for assessment of understanding. Leads to adaptation of future lessons through planning, grouping or adaptation of tasks. May lead to activities being set for pupils' future attention.</p>	<p>Acknowledgement of work completed. Use of marking code/stamps and appropriate annotations, responses/action. Adaptations to teaching sequences as appropriate. Use of Review Feedback sheet when reviewing books.</p>

The feedback policy has been tailored to each phase:

Foundation Stage: Nursery

Marking and Feedback in Practice

In Nursery, children will be given verbal feedback from the class teacher and teaching assistant throughout their child initiated learning. This takes the form of praise, modelling, questioning & challenge with the intent of moving the learning on. Written annotations of what the children say or do will be included on Tapestry observations and will help inform judgements against the Development Matters age-band statements. Written feedback will be evident in the 'My Writing Journey' books – which link to the whole school creative writing tasks. Where appropriate, some stampers will be used to identify next steps and these will be explained verbally to the children.

Foundation Stage: Reception

Marking and Feedback in Practice

Marking of children's work in Reception will predominantly take the form of written annotations. These will help to inform teacher judgements against the Development Matters age band statements and the Early Learning Goals (ELGs) in the Summer term of the Reception year. This takes the form of praise, modelling, questioning & challenge with the intent of moving the learning on. Where appropriate, some stampers will be used to identify next steps and these will be explained verbally to the children.

The class teacher will use the 'Feedback Overview' sheets for Literacy and Maths each week and will identify children for a 'Superstar Shout Out.' Where appropriate, some use of 'purple polishing pens' may be used in the Summer term for those children who are working towards an exceeding ELG judgement. The use of these will be preceded by verbal feedback from the class teacher.

Success Criteria

The class teacher will use the 'Green is Good' and 'Blue is Brilliant' success criteria format in the same way as Key Stage 1. Success criteria will be shared verbally with the children and will be on each piece of adult-led literacy or maths work to help inform assessment. In addition, this will aid the transition into Key Stage 1.

Key Stage One

Marking and Feedback in Practice

Staff will complete a 'Feedback Overview' sheet for Maths, Literacy and Topic showing, as necessary:

- Superstar shout out! – children that have worked hard, shown determination, achieved success criteria etc. Identified children will have a Superstar stamp on the corresponding piece of work in their book.
- What went well – this will show good examples of work, where children have succeeded and, as the year progresses, elements of Greater Depth.
- Needs further teaching/support/ misconceptions.
- SHINE (Learning Conference/response to stamper).

In books, teachers will highlight the learning objective and success criteria achieved in yellow. If the learning objective hasn't been achieved, it will be highlighted in pink. Teachers will identify and highlight examples of where the success criteria have been achieved in children's work using yellow. Work that needs further attention will be highlighted in pink. Pinks will inform SHINE tasks, where appropriate.

During peer and self-assessment children will use green highlighters to identify where 'Green is Good' objectives have been met and use blue highlighters to identify where 'Blue is Brilliant' objectives have been met. This skill will be introduced as appropriate to the children, with the expectation that they will be able to peer or self-assess with increasing confidence by the end of Key Stage 1.

Immediate feedback will be used during lessons as appropriate. This will be shown in the margin of children's books using the marking code displayed in all classrooms. There is an expectation that children will address this during the lesson. Star stamps may be used in the margin to show immediate feedback that has been given for a range of positive reasons.

In Key Stage 1, review marking may take the form of specific stamps/symbols for areas to improve, short comments or a whole class task e.g. a question to respond to. 'Purple Polishing Pens' will be used by pupils to make improvements or for other responses in their work. Where a misconception has occurred, it may be necessary to address these via a Learning Conference. An appropriate symbol will be stamped in books and a timely opportunity sought to discuss issues further with pupils.

Success Criteria

Children will have success criteria displayed on the board and in labels in books for each lesson. Criteria will be split under the headings 'Green is Good' and 'Blue is Brilliant'. Green will show the expected attainment and blue will offer a challenge for children which may provide an opportunity to demonstrate Greater Depth. As the year progresses, children will take ownership of the success criteria (with the support of the class teacher) and where appropriate, work collaboratively to agree on these.



The range of stampers that could be used in Reception and Key Stage One are shown here:

Marking codes displayed in classrooms:

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- Needs further teaching/support/ misconceptions.
- SHINE (Learning Conference/response to stamper).

In books, teachers will highlight the learning objective achieved in yellow. If the learning objective hasn't been achieved, it will be highlighted in pink. Teachers will identify and highlight examples of where the success criteria have been achieved in children's work using yellow. Work that needs further attention will be highlighted in pink. Pinks will inform SHINE tasks, where appropriate.

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Immediate feedback will be used during lessons as appropriate. This will be shown in the margin of children's books as IF. There is an expectation that children will address this during the lesson. Star stamps may be used in the margin to show immediate feedback that has been given for a range of positive reasons.

In KS2, review marking will inform the completion of the Feedback Overview sheet. Insight gained from this will inform SHINE Time to support, scaffold, clarify, consolidate, extend and challenge. SHINE Activities may be whole class, differentiated, supported or independent.

Children understand SHINE Time through use of the following acronym:

- Sharing
- Honing
- Improving
- Next Steps
- Extending

Children will complete SHINE tasks in their 'purple polishing pens'.

Individual comments will be written in children's books, where appropriate. For instance, if none of the feedback tasks are able to address their individual needs.

Following longer written pieces, the feedback cycle will continue as usual but the next lesson will most often be an editing lesson based upon the

information from reviewing the books and will use a range of feedback techniques (e.g. modelling, discussion as a whole class, editing stations etc.).

Success Criteria

In KS2, learning objectives will be displayed in children's books. Success Criteria will be shared as a whole class and when appropriate, co-constructed. Criteria will be split under the headings 'Green is Good' and 'Blue is Brilliant'. Green will show the expected attainment and blue will offer a challenge for children which may provide an opportunity to demonstrate Greater Depth.

Marking Code

Annotation	Meaning
	Work marked by teacher which demonstrated that a pupil has met an element of the success criteria, demonstrated a particular skill or achieved the intended outcome.
	Work marked by teacher which needs further attention or displays an error or misconception (e.g letter needing capitalisation; poor word choice; specific error in calculation) or an objective not achieved.
	Work self or peer assessed which demonstrated a pupil has recognised and met an element of the co-constructing success criteria.
	Work self or peer assessed which demonstrates a pupil going above and beyond and achieving an additional element of the co-constructing success criteria.

