



BUSBRIDGE CE (Aided) JUNIOR SCHOOL

FEEDBACK POLICY

Learn to love  Love to learn

- **THIS POLICY** has been drawn up in accordance with Surrey County Council guidelines and after discussion with teaching, non-teaching staff and governors during the Autumn Term 2016
- **IT WAS TAKEN TO GOVERNORS FOR APPROVAL in Autumn Term 2016**
- **IT WILL BE REVIEWED in Autumn Term 2018 or as required**

We believe that children have the right to be given feedback regarding their work. This feedback should :

- be a positive experience
- indicate where the child has achieved success in meeting the learning objective he/she has been working towards
- lead to focused improvements in work

There are six questions teachers must ask themselves:

- Can the child read what I've written?
- Will the child be able to understand the language I've used?
- Does my comment relate to the learning objective and challenge the child's thinking?
- Have I built in time for the child to respond to the marking comment?
- Does it lead to focused improvement in the child's work?
- Is there a positive comment?

Who should feedback?

Class teachers are ultimately responsible the assessment of children's work although other stakeholders should also be part of the feedback process. Teacher's feedback can be in the form of a written comment or an oral comment. If the feedback is oral, there should be an indication on the child's work that the work has been discussed with the child.

Teaching Assistants can mark the ongoing work of a group they have been working with. The class teacher is responsible for overseeing such marking.

Children should be fully involved in evaluating and assessing their own work. They should be encouraged to use traffic lights or smiley faces to assess their perceived achievements against the learning objective. They should have the opportunity to highlight where they have met success criteria and also to say where they think they can make improvements to their work. They also have the opportunity to be involved in self and peer assessment. When working with a peer, praise, sensitivity and constructive feedback are promoted.

Supply teachers should use the agreed marking scheme and be aware of the school's Feedback Policy. In the event of unmarked work by a supply teacher, the work should be labelled with the supply teacher's initials and the Headteacher or Deputy Headteacher should be informed. The supply teacher will be reminded of this responsibility on his/her next visit.

Feedback Techniques

During a lesson, or once a piece of work has been completed, coloured highlighters are used to show children where they have achieved (in relation to the success criteria) or to show children where the areas of development are. Green highlighters will be used to indicate 'green for growth' and yellow highlighters will be used to show 'yes you've got it'. Posters will be displayed in all classrooms to remind children of the code. The children will have the opportunity to use a purple 'perfecting pen' to show their improvements to a piece of work as a result of teacher feedback. A 'thought bubble' may be drawn in maths books, using the green highlighter, for the teacher to indicate that they would like a pupil to explain their methods and reasoning for a mathematical sum.

Where a written comment is provided by the teacher in a piece of work the comment should be positive as well as providing ideas for next steps. Comments may model how something could be done or may be scaffolded by asking a question to encourage the child to think about their next steps.

The Three Stars and A Wish technique is used by adults and children in order to assess work against a success criteria. Children should be involved in the 'unpicking' of a learning objective so that they know how they can be successful and achieve the objective. Objectives are shared with children in 'child speak' in the form of a WALT (We Are Learning To ...) and success criteria are shared or developed with children in the form of a WILF. (What I'm Looking For ...) The children and/or adults providing feedback should then refer to the success criteria when writing three stars and a wish. The stars represent things that have been achieved in a piece of work where the wish represents a next step. All of these should be directly related to the success criteria and learning objective. Teachers may use the three stars and a wish technique as well as children. Children can use the technique to assess their own and other's work in the form of peer and self assessment. Every effort should also be made, in literacy and numeracy, to link feedback comments to end of year expectations that the children are working towards.

Children should be given time to go back and act on any recommendations that the use of these symbols makes in their work.

Children's work in exercise books or on paper should be marked in a contrasting colour to their work. Work that is to be used for display should clearly show the child's name and any teacher comments should be in pencil.

Marking comments or symbols should not detract from the child's work: it should be discrete, with tidily written comments.

If spelling is not the main focus of the activity, 3-5 misspelt words may be indicated. These may be chosen for various reasons:

- Spelling rules included in previous spelling activities
- Topic words or specific subject vocabulary e.g. science or mathematics
- Basic words the child is expected to know given his/her ability

What is our expectation for children's work?

All children's work should be dated, titled with the learning objective for that session in the form of the WALT and underlined, using a ruler. Pictures or illustrations should be in coloured-pencil unless otherwise requested. Children may work in blue or black handwriting pen or pencil as appropriate to their ability or the nature of the work. Biro's and Gel-pens are not acceptable for handwriting, but may be used for highlighting or marking. Ink pen may be used with teacher's permission for specific tasks or when a child has reached that level of competency with writing. Maths should always be completed in pencil. Labels on scientific diagrams should be in ink with pencil lines leading to the specific parts.

Spellings

3-5 spellings will be highlighted by the teacher in each piece of work. The word will be underlined, or a part of the word may be underlined if a particular spelling pattern is the focus. The use of classroom displays, word mats and individual spelling banks will be used to support children in recognising words that they frequently mis-spell. Word banks will also be created by the teachers, and added to by the pupil. so that the children have the opportunity to attempt to correct their own work or spell a word correctly the next time that they use it.

Do specific subjects need a different approach?

Religious education should be marked with an empathetic comment or thanks for sharing personal experiences or feelings.

Science should be marked with comments that develop the child's scientific thinking.

Other subjects – teacher's comments should lead to development of the skill/knowledge being taught. In history for example, the comments should be related to the historical skill being taught and should not focus on the presentation of work or Literacy based skills such as handwriting or spelling.

Rewards for work

House points and stickers are awarded for good work or where the teacher feels that the child has put a large amount of effort into a piece of work. Teacher Award Certificates are given on a weekly basis for a variety of reasons including good work and effort.

How do we ensure that children have read the comments?

Children are actively encouraged to tick or initial teachers' comments after reading and, in addition, to add their own comments if they wish. Corrections or improvements in written work should be completed after the marked work. We recognise that children need to be allocated time in order to achieve this vital step in the assessment and improvement cycle. Children may be asked to use an agreed 'perfecting pen' to show edits and improvements to their work.

Approach for marking SEN

Wherever possible regular verbal feedback will take place. Positive reinforcement of every small step in the progression of learning and/or good learning behaviour is particularly important to these children. When the difficulties are mainly in recorded work feedback is related to specific learning objective and/or usage of previous learning.

Equal opportunities in feedback

We aim to have a consistent approach to reward the effort as applicable to the individual's needs. Opportunities are given for different styles of presentation so the feedback focus can be on the learning objective and not have the perception of the task distorted by presentation. Children have different needs and we aim to use appropriate marking so time will be built into lessons for children to reflect on marking and respond to it.

This policy should be read in conjunction with our Behaviour & Discipline Policy, Teaching and Learning Policy and Assessment Policy.