Stoneydelph Primary School Feedback Policy

Grow and Achieve
Stoneydelph Primary School is a learning community that provides all children with the opportunity to develop as independent, confident, effective and responsible learners through an enriched, real and vivid curriculum.

This policy is intrinsically linked with our whole school approach and policy for Assessment and Learning & Teaching. It has direct links with planning and assessment demonstrating the school's commitment to Assessment for Learning.

Purposes - reasons for feedback
- To recognise, encourage and reward learner's effort and achievement.
- To celebrate success.
- To provide a dialogue between teacher / teaching assistant and learner and clear, appropriate feedback about strengths and areas for development.
- To aid curriculum planning and target setting
- To improve a learner's confidence in reviewing their own work and setting future targets, by indicating the next steps in learning.
- To indicate how a piece of work could be improved against Steps to Success.
- To assist learners in developing an awareness of the standards they need to reach in order to achieve particular levels of the National Curriculum.
- To identify learners who need additional support / more challenging work and to identify the nature of the support / challenges needed.
- To provide evidence of assessments made and help moderate the interpretation of learning intentions and levels achieved.
- To involve parents in reviewing their child's progress and to assist in reporting to parents.

Marking should be positive, clear and appropriate in its purpose - it needs to offer benefits to staff and learners and the outcomes need to be fed back into the planning.

Learners must respond to feedback immediately to demonstrate impact and maximum, instant progress.

Principles
If learners are to develop as independent learners with an awareness of their own strengths as well as areas for development, it is essential that:
- They are made aware of the learning intentions of tasks/lessons and of the steps to success against which their work will be assessed.
- The learning needs of individual learners are understood and work is matched and marked appropriately.
- Their work is marked in such a way that achievement is acknowledged and teaching points are highlighted.
- Where appropriate marking/feedback is linked directly to learning targets.

A whole school approach to feedback
Marking methods should be:
- effective, sustainable and time efficient;
- consistent across phases and developmental across the age-range;
- consistently applied by all those working with learners in school, including supply teachers and support staff;
- legible and clear in meaning;
- positive and learner friendly as self esteem is the most important factor in being a successful learner;
- conducted with the learner present;
- supported with stickers, stamps, smiley faces, house points as rewards;

- acknowledging where learners have peer / self assessed and where verbal feedback has been shared (*see Appendix i: Abbreviations and Symbols);*
- include: modelling, questioning (posed for clarification opportunities or challenge)
- related to the Learning Objective and Steps to Success however additional references can relate to layered targets, next steps according to the level and on going development and application of skills eg: spelling;
- **not focused on correcting all errors** – particular attention should be paid to errors linked directly to the learning objective, shared steps to success, with previously taught skills and spellings that are a previous or current focus of learning appropriate to the child's ability / year or phonic group;
- a mix of encouraging learners to self correct as well as well as providing them with modeled reminders;
- verbally fed back for maximum, immediate and interactive impact – pointing out successes, prompting and questioning to promote further thought and improvement.

Assessment for Learning
- **Learners are trained to respond to their own and each other's work** using ground rules as a guide and the Steps to Success for the lesson/activity (including reference to presentation of written responses and respect for other people's books);
- **Self assessment** is a **regular** feature of feedback and can include, for example: learners highlighting or underlining evidence within their learning to demonstrate where they have met the steps to success and / or their target; an explanation of what helped the learner to understand / achieve; a reflection on a barrier to learning that may have been overcome.
- **Opportunities to use 'response' or 'talk' partners** is exploited during lessons e.g. "look at your work with a partner, *find (an aspect linked to success criteria)* and underline it, share this with the group, now as a group select one to share with the class".

Verbal Feedback/Live Marking
Live marking encourages teachers to give verbal feedback that is diagnostic, closing in on specific areas to improve.
There needs to be a dialogue between teacher and learner, which enables the teacher to provide immediate feedback and a suggested action that the learner has to act upon before moving on to the next phase of learning.
It gives learners concise, regular feedback, making it easier for them to improve their learning.
- Learners write on the right hand page in literacy and maths books
- Learners respond in green pen.
- All green pen writing goes on the left hand page.
- This includes; spellings, up-levelling sentences, changing sentence order, editing sentences/paragraphs, adding extra sentences, Editing or adding punctuation in the text.
- Teachers write in purple.
- Teacher tick the Steps to Success in relation to what the child has achieved.

Steps to Success
- Remember: Steps to Success are the key ingredients to make the piece of work measurable
- **Steps to Success** in different colours for each point – link with children peer checking / self checking – they underline / add in same colour as the Step to Success and tick S2S list
- Steps to Success do not need 'I can..' keep them brief and to the point, eg:
  - Adjectives
  - Adverbs
  - Connectives (eg)
  - Comma to separate a clause
- Steps to success can be typed out and stuck in, build up over the week with children contributing skills they've learnt – use for main piece of writing / application of writing genre in cross curricular /unit outcome
- Steps to Success in Maths – to support method and what to check for – may include reminders eg using inverse to check, writing reasoning in a sentence, use of maths vocab.

<u>Remember</u>
- **Marking and feedback must demonstrate an immediate impact and support progress**
- **Children must be taught how to use the language of learning – when talking and in written feedback / discussion**
- When the child responds to feedback this must be <u>explicit</u> and on the left hand page in green in KS1 / KS2.
- AFL = In the child's normal writing implement.
- If the lesson was taken/marked by a supply teacher please indicate 'Supply'

Marking Codes

✡	Learning Challenge Achieved
✓	Steps to Success met
TA	Worked with Teaching Assistant
***	Verbal Feedback – Keyword
Next steps are given verbally and children respond in green pen	
Teachers to give written feedback in purple	
Self-editing/fix it time to be given at the end of each lesson	

Basic Principles of Presentation
- All learning must be dated, either by the learner or by a supporting adult, written in words or in the number form as appropriate.
- All new learning should be titled with the child friendly learning challenge, in the form of a question. This can be either written by the learner or preprinted and stuck onto the page.
- All underlining should be in pencil / colour pencil and supported by the use of a ruler.
- All learners should be encouraged to use cursive script and apply 'their best handwriting and presentation skills' at all times.
- Mistakes should be removed with an eraser or struck through with a single straight line.
- Learning completed on a worksheet should be trimmed and stuck into the appropriate book (folded in half where necessary with the fold to the centre of the book) or stored in a separate folder.
- Learners in Key Stage 2 must be able to demonstrate a consistently high standard of handwriting and presentation in order to be awarded a pen licence. At least 3 pieces of writing in books from different curriculum areas must be shown to Mrs Wallbank for consideration of a pen licence. Trial practices in the use of pen and use for special pieces of learning are allowed at the discretion of the class teacher.

Roles and expectations
The role of leaders is to:
- Implement changes and support effective practice.
- Lead by example and motivate staff.
- Recognise the role of feedback in raising learners' expectations and attainment.
- Monitor and evaluate the effectiveness of this policy.
- Provide feedback and support to staff.

The role of curriculum leaders is to:
- Ensure this policy is adapted and applied within the context of their subject area.
- Ensure good practice in 'Feedback' is promoted and discussed.
- Monitor and evaluate the impact of 'Feedback' on pupil progress in their subject area.

The role of Teachers and Teaching Assistants is to:
- Implement the Methods/Practice outlined above.
- Teach the pupils how to achieve the expected standards and encourage pupils to implement 'best practice' at all times, in all learning.
- Maintain the highest expectations of pupils and their learning at all times.
- Involve pupils at all stages of their learning and give them the opportunity to take responsibility.
- Make use of prior knowledge assessments before the start of a new topic and make links for learners between their prior knowledge and new learning.
- Frame clear learning objectives and challenges which are accessible to all pupils.
- Share learning intentions and the criteria for successful learning (Steps to Success).
- Explain, model or engage pupils in conversation about what makes good quality work.
- Encourage pupils to identify aspects of their work that they find easy or difficult.
- Promote a classroom ethos where mistakes are accepted as an important part of learning.
- Develop peer- and self-assessment.
- Use effective feedback methods that promote progress and move learning forward.
- Share practice with others.

The role of learners is to:
- Always apply themselves to their learning and try their best with their handwriting and presentation.
- Be able to explain what they are learning and talk about what a successful outcome will look like.
- Talk about how they can make their learning successful (including reference to Steps to Success) and consider what they can do to further improve.
- Identify aspects of their work, which they find easy or difficult.
- Contribute to developing Steps to Success.
- Use feedback from a Teacher, Teaching Assistant or peer to make improvements in their learning.
- Use the agreed Steps to Success as a check list to monitor their own progress through the lesson.
- Know and discuss their learning targets and the progress they are making.
- Demonstrate a positive attitude towards peer and self-assessment, following the agreed rules, which include demonstrating respect for others' learning and books.

The role of Governors is to:
- Agree and review the Feedback Policy on a regular basis.
- Question the Headteacher and others to ensure that the Policy is implemented and impacts positively on learning and progress.

Monitoring & evaluation
The impact of feedback on learning forms an important part of the school's regular review of practice. The following monitoring strategies are employed as part of an annual cycle:
- Lesson observations
- Learning Walks
- Work scrutiny / book trawls.
- Pupil conferencing / discussions.

These activities are carried out by Leaders and Subject Leaders. A report is then compiled indicating good practice and areas for development. This is shared with Governors and staff. Any areas for development form part of the School Development Plan which is compiled on an annual basis.

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