



St Andrew's CE Primary School

## FEEDBACK POLICY November 2023

### School Motto:

Respect, Achievement, Fun.

### Vision

“Shine like stars.” Philippians 2:15

At St Andrew's we want our children to have the brightest futures, each one nurtured individually to be a shining light with their own unique sparkle. We encourage our children to have high aspirations and to always try their best, knowing that they are at the centre of everything we do. We teach one another to have respect, to achieve and to have fun. We help our children to understand that with trust, compassion, friendship and forgiveness they can shine. Our vision draws inspiration from Philippians 2:15-16 (NCV) 'Then you will shine like stars in the dark world.' This vision is based on all members of the school community showing God's light to others through our character, our conduct, our actions and our words.

### Aims

When providing feedback our aims are:

- To inform future learning
- To evaluate prior knowledge
- To enable teachers to plan the next steps for their pupils
- To inform target setting and communicate these with pupils

### Principles

- All adults working with children should give feedback on their learning
- The manner in which verbal feedback is given should reflect the positive, but rigorous, learning culture of the school
- Feedback may be written and/or oral
- It may be immediate or reflective
- Feedback identifies where children have been successful in their learning and highlights areas for improvement or extra challenge
- Feedback should predominantly focus on the learning objective and success criteria. However, spelling, grammar and presentation should also be identified

- It should also take into account children's targets and their progress towards these
- Feedback will promote high expectations and engagement in learning

### **Feedback in the AfL Cycle**

To maximise the impact of feedback it must be embedded in effective assessment for learning:

- Children, and all adults in the classroom, are aware of the expected outcomes
- Skilful questioning is used to explore children's understanding of the learning taking place; identify misconceptions; challenge and develop thinking, learning and understanding and thus provide opportunities for adults to give well-directed feedback
- When and where appropriate, mini plenaries give feedback to individuals/groups/whole class and address misconceptions; provide opportunities for extra challenge; allow children to reflect on their learning and make improvements during the lesson
- Effective self and peer assessment allows children to reflect on progress in their learning – identifying areas of success and opportunities for improvement
- The use of Feedback books will inform future planning for learning

### **Feedback Strategies**

#### **Approaches:**

- **Oral feedback** – given by an adult in the presence of the child or group of children. This may happen whilst the children are working or after the learning has taken place. A record of this could take any of the following forms;
  - Feedback book
  - Records on Class Dojo
  - Individual pupil progress meetings
- **Self –assessment and evaluation** – pupils are given opportunity to reflect on their own learning; identify progress towards success criteria/targets etc and identify areas for improvement (for this to be successful, effective feedback must first be modelled by the teacher; children must then be taught how to assess and evaluate their own learning/work)
- **Peer assessment and evaluation** – pupils are given opportunity to work with other pupils to assess and evaluate their own, and others' learning, and to make suggestions for improvement.

#### **Expectations:**

- Each piece of work will be acknowledged by an adult or peer and feedback (often immediate and verbal) given
- Staff will record using the Feedback books
- All work will be assessed by the next lesson in that particular subject

#### **In Maths:**

- correct answers will be indicated/highlighted by the teacher or pupils

- incorrect attempts and misconceptions will be dealt with by the teacher with the pupil as soon as possible (during the lesson if practical)









In other areas of learning:

- Feedback needs to acknowledge progress towards the learning objective
- When writing has taken place, spellings and grammar should be highlighted for corrections



In Extended Writing:

- Feedback will be completed in more detail against the success criteria, giving specific feedback and/or targets for improvement.
- In KS2 this will be done by marking in the margin using a key of success criteria

### KS1 Marking and Feedback Key

	Missing capital letter		Check that it makes sense or VF
	Missing punctuation		Finger spaces
	Grammar errors		Missing word
	Spelling mistake		Correct answer

### KS2 Marking and Feedback Key

	Missing capital letter		Check that it makes sense
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<b>P</b>	<i>Missing punctuation</i>
<b>G</b>	<i>Grammar error</i>
<b>mistache</b>	<i>Spelling mistake of words they should know</i>
<b>^</b>	<i>Missing word</i>

<b>/</b>	<i>Begin a new sentence</i>
<b>//</b>	<i>Begin a new line or paragraph</i>
<b>✓</b>	<i>Correct answer</i>

Children's edits and corrections are all made using a purple pen. Blue pen marking is used for correct answers or positive feedback. Green pen is used for improvements and spelling/grammar corrections.

### Assessment

#### All Year groups

Marking is recorded in a feedback marking book and this is a working document, used by the teacher and the teaching assistant.

#### Self and paired marking

Children should self-evaluate whenever possible. Children can identify their own successes and look for improvement points once the system is established. The plenary can then focus on this process as a way of analysing learning

#### Feedback marking books (by adults)

Adults will use the feedback book to evaluate pupils work. Misconceptions will be addressed and children who are struggling will be identified and learning followed up through intervention as soon as possible after or during the lesson. Actions will be recorded and inform future planning and teaching

#### Responsibilities

It is the responsibility of the Class teacher to ensure that all class work and homework is assessed regularly in accordance with this policy. It is the responsibility of the SLT to monitor the consistent use of this policy throughout school and feedback to the Headteacher and staff. The SLT will also inspect the use of the feedback books to monitor standards of teaching and learning.

#### Self & Peer Evaluation Prompts

These prompts could be modelled, taught and may be displayed in the classroom or on table cards until the children are confident in using them:

I liked .....

I learned...

I think I will...

I never knew...

I discovered...

I was surprised...

I still wonder...

I have learnt....

Next time I could.....

I now know.....

I found..... difficult because.....

I solved..... by.....

The best example of ..... is .....

I like the way you.....

..... is effective because.....

You could make your work better by .....

Have you thought about.....

If we look at the success criteria we can see.....

Next time you could.....

### Peer Marking-Needs to be taught!

- Agree rules: respect, listen...
- Explain & model the process with the whole class
- Use last year's work, standards site, Testbase
- Compare & contrast two pieces of work
- Author reads to editor

- Begin with a positive comment
- Comment against 1 or 2 specific Success Criteria
- Author adds notes and changes work
- Process could take place during the extended writing process (but not during a timed write)

## Peer Marking Agreement

*Our agreement on marking partnerships – We decided that there were some rules we all needed to keep. When we become marking partners we all agree to:*

- **Respect** our partner's work because they have done their best and so their work should be valued
- **Try to see** how they have tackled the learning objective and only try to improve things that are to do with the learning objective
- **Tell** our partner the good things we see in their work.
- **Listen** to our partner's advice because we are trying to help each other do better in our work
- **Look for** a way to help our partner achieve the learning objective better by giving them an improvement suggestion
- Try to make our suggestions **positive** and as **clear** as possible.
- Get our partner to **talk** about what they tried to achieve in their work.
- **Be fair** to our partner. We will not talk about their work behind their backs because we wouldn't like them to do it to us and it wouldn't be fair.