

Feedback Policy



Roselands & Stafford
Federation

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This policy should be read in conjunction with the following policies:

- Teaching and Learning
- Assessment
- Growth Mindset
- SEND
- EYFS

Vision

The vision of the Roselands and Stafford Federation is to *'Be the best that we can be'*. We believe in the concept of lifelong learning and the idea that both adults and children learn new things every day. Learning should be based on an atmosphere of mutual tolerance and respect, in which everyone feels valued as individuals and are actively involved in the learning process. Learning should be a rewarding and enjoyable experience for everyone. Within our Federation we believe that everybody has the right to achieve their full potential.

Aims of the Policy

This Feedback Policy is intended to promote consistency and high standards across the Federation. At the Roselands and Stafford Federation we aim to create an inclusive, safe and stimulating environment where we work and learn together. We help one another to overcome challenges with confidence and resilience, having respect for ourselves and each other. We celebrate respect for ourselves and each other. We celebrate hard work and effort and our successes are shared because we know that together we can achieve more.

We aspire to...

"Be the best that we can be".

Our feedback policy will guide staff to:

- i) Encourage learners to be reflective and identify 'next steps' in their learning;
- ii) Enable learners to take risks and learn from mistakes made;
- iii) Encourage learners to be creative;
- iv) Encourage 'Growth Mindset' in all learners.

Inclusion

All children are valued, respected and welcomed, irrespective of their additional educational need. We support their learning and ensure they are fully included in all school activities making full use of externally provided facilities where appropriate. (See SEND policy and SEND Local Offer).

Monitoring & Evaluation

The Feedback Policy has been formulated to provide guidance for staff to ensure quality and consistency with all forms of feedback.

Monitoring will ensure that Feedback meets the needs of the learners and provides them with appropriate challenge and guidance.

In order to provide a clear picture of the quality and consistency of learning across the Federation, Senior Leaders will evaluate the effectiveness of feedback through:

- i) Regular monitoring of lessons (informal drop-ins);
- ii) Formal classroom observations;
- iii) Pupil Progress Meetings;
- iv) Planning scrutinies;
- v) Marking and Work/book scrutinies;

- vi) Moderation meetings;
- vii) Pupil/parent and staff Voice;
- viii) Weekly Senior Leadership Team (SLT) meetings;
- ix) Audits undertaken in partnership with other agencies, schools or county.

We conduct all our monitoring of feedback in a positive atmosphere of trust and respect for all, with a sharp focus on each school's individual development needs. Our Federation ethos 'Be the best that we can be' ensures that staff development needs, in order to meet school development goals, are identified in line with this policy and in conjunction with Appraisal requirements (see Appraisal Policy).

The Role of Governors

Our Governors monitor and review the impact of the Feedback policy, in particular the Teaching and Learning committee receive and review all feedback initiatives.

Rationale

Research by the Sutton Trust tells us that consistent and effective marking, as documented in this policy, has a significant impact on raising achievement by as much as eight months or more. Feedback has effects on all types of learning across all age groups.

Feedback plays an essential part in a child's learning process and when effective will enhance the progress of the child. At the Roselands and Stafford Federation it is underpinned by our philosophy of '*Be the best that we can be*'.

The aims of effective feedback are to:

- i) Motivate children to want to produce high quality work and make progress;
- ii) Provide opportunities to give praise and encouragement and to show the children we value their work;
- iii) Ensure any marking or feedback is meaningful for the child;
- iv) Set the expectation for a high standard of achievement;
- v) Teach children to recognise what they do well;
- vi) Encourage dialogue between teacher and child;
- vii) Provide constructive feedback focussing on the learning objectives and success criteria;
- viii) Provide suggestions for improving learning through learning prompts and next steps;
- ix) Allow children to build up a realistic picture of their strengths and weaknesses and foster a culture whereby it is alright to make mistakes, viewing mistakes as a means of learning and improving;
- x) Allow specific time for children to read, reflect and respond to marking;
- xi) Enable progress to be made through ensuring that children respond to feedback;
- xii) See if teaching has been effective and inform the next steps of planning;
- xiii) Ensure there is a consistent approach throughout the Federation.

Guidance for Feedback:

- i) Feedback can be verbal, written, or can be given through tests or via digital technology;
- ii) There should be a range of marking & feedback evident in books e.g. holding marks (ticks), teacher feedback, peer & self-assessment and learning reflections;
- iii) The learning objective (intention) should be displayed in the book for every lesson when appropriate; normally written by the child in Key Stage 2 and printed out and stuck into the book for EYFS and Key Stage 1;

- iv) Books must be regularly marked and up to date, with all work acknowledged and include the marking codes as agreed as a school (see symbols in appendix);
- v) If appropriate, marking in all subjects could identify whether the child has achieved the learning objective or not. If they have, a brief green comment or stamper could be used to inform the child that they have achieved the learning objective. The teacher might also prepare a 'Next Step' for these children. However, if the child has not achieved the learning objective, the teacher should identify why using a learning prompt written in pink pen;
- vi) Deep marking should take place approximately once a week, usually in an extended piece of writing in English and when using and applying in Maths. Deep marking is the same as a standard mark, with the addition of a personalised green comment, that identifies something that the child has done well. The green and pink comments should link directly to the learning objective/success criteria;
- vii) A teacher will use their professional judgement to give a 'Next Step' when appropriate;
- viii) Children should be given the opportunity to read, reflect and action any feedback received. This will usually take place at the beginning of the next lesson. Children should be encouraged to ask for clarification, if they do not understand a comment and should be clear about what they need to do in their next piece of work, as a result of the feedback they have received;
- ix) Any feedback given by anyone other than the class teacher should be initialled by the supply teacher or identified by the children with 'supply teacher';
- x) Acknowledgement of effort and attainment is given with a **Green Pen** (Green for Good).
- xi) A suggestion for improving learning, when relevant, is given using a **Pink Pen** (Pink for Think);
- xii) Children should be encouraged to respond to the written feedback, either verbally, by writing a reply or by completing a task set by the teacher. This response should be made in **Purple Pen** (The Purple Pen of Progress);
- xiii) Responses made by the children should be acknowledged by the teacher. If the purple pen response is correct, then tick it in green pen. If incorrect, either write a pink comment saying why it is wrong or write the correct answer beside the purple pen to model;
- xiv) Future work, where relevant, should reflect that previous 'Pink for Think' comments have been addressed;
- xv) Work should normally only be marked to the Learning Objective (Intention) and Success Criteria. There are times, to move a child on, when reference to a previous objective or target is required.

Guidance for Highlighting Errors in Independent Writing:

Teachers should give specific feedback when necessary in order to address important errors and misconceptions, such as highlighting specific errors in spelling, punctuation and grammar. This can be marked on work in pink using the marking symbols and children can make corrections in purple pen. However, where this writing is independent, it cannot be used as independent evidence for the particular skill that has been highlighted for correction by the teacher. It can be used for independent evidence of all other skills. The highlighted error can, and should, be used

to set a 'next step' for subsequent writing. If the skill is then applied correctly in these subsequent pieces, it can be used as independent evidence.

By the end of Year 6, children are expected to independently find and correct errors in their own writing. Children should be trained to highlight when they are unsure of a spelling so that they can check later, and to use word banks and dictionaries to help them with their spelling.

Feedback given by TAs

Where a member of the teaching team other than the class teacher has been involved in the child's learning, the work should be initialled and commented on where appropriate, such as when a TA has been working with a small group or an individual. The work should be marked closely to the learning objective and success criteria. If a TA has been working with a reading group it is expected that they will make relevant comments in their reading records and in the teacher's assessment file. TAs will use the marking codes as appropriate.

Self and Peer Assessment:

In most lessons, children should self-assess against the learning intention using a smiley face: 😊 – I don't understand the LO; 😐 – I have some understanding/am fairly confident; 😄 – I understand fully. They should also identify how they completed the learning using the Marking Codes. Additionally, on a regular basis, children should be encouraged to identify successes and look for an improvement point in their own work initially and, once they are competent, in work of their peers. Children should be given the opportunity to evaluate the work of their peers (anonymously) in whole class sessions, using photocopies of work or by displaying the work on the IWB, and provide suggestions for improvement. The plenary can then focus on this process as a way of analysing and learning. Self and peer assessment should be planned for and identified on a teacher's plans. The children must be trained to self and peer assess effectively using the following guidelines as a basis:

- i) Teacher to identify a specific focus for the children to assess;
- ii) Read the work to be assessed carefully;
- iii) Children can identify what has been done well by underlining using a Green Pencil;
- iv) Children can identify errors using a Pink Pencil and appropriate Marking Symbols;
- v) An appropriate 'Green for Good' and 'Pink for Think' comment could be made, particularly by older children, but these should be written using their normal pen/pencil and identified by using a Green or Pink key;
- vi) Regular opportunities will be given for peer assessment.

If self or peer assessment is used, the teacher should still read the work thoroughly and respond, when appropriate, with a focus on the self or peer assessment.

Marking Symbols

- i) Marking codes ensure consistency across the Federation allowing children the opportunity to embed the policy and develop their skills progressively as they move through the schools. These will develop as pupils move through the Federation;
- ii) When appropriate marking codes must be put into the margin and circled;
- iii) Marking codes should be displayed in every classroom or in children's books and children reminded to use when appropriate.

Marking Symbols for Key Stage 2

Marking codes should be put into the margin and circled.

Green for Good

Pink for Think

Purple Pen of Progress (children)

- I** = Independent
- GW** = Guided Work with the teacher
- S** = Supported by a TA/other adult
- SB** = Study buddy
- V** = Verbal Feedback
- Sp** = Spelling mistake - for the child to correct independently; give children time at the end of EVERY writing lesson (inc. non-core subjects) to check writing and spellings
- P** = indicate some punctuation is missing - the children HAVE to be independent at adding this Nb: for less able children, a circle in the margin with the relevant punctuation mark can be used.
- t** = Verb tense error
- g** = Grammatical (sense) errors;
- ^** = Insert extra letter, word or information
- //** = New paragraph needed

Extra Marking Symbols for EYFS Key Stage 1 and SEN

PINK for THINK

GREEN for GOOD

PURPLE PEN of PROGRESS

	Use a capital letter
	Use a lower case letter
	Put a full stop at the end of your sentences
	Listen for the sounds
	Segment words you do not know (spelling)
	Use finger spaces between
	Punctuation is missing
	Verbal feedback given
	Read your work to check it makes sense
	Keep your writing on the line
	Write this letter or number correctly
	Only write one digit in each box