



FEEDBACK POLICY

RATIONALE

Feedback to children, recognising achievement and identifying next steps, is essential. At the same time, it supports the raising of standards in the school, and is part of the on-going cycle of assessment which, at FS, KS1 and KS2, involves: planning, teaching and target setting, this process involves observations, assessment and planning.

PURPOSES OF FEEDBACK

- To promote learning through constructive responses
- To raise self-esteem and value children's work
- To inform teaching
- To encourage pupils' progress, raising standards through monitoring
- To enable children to actively engage in independently reflecting upon their work and the process of self-improving

GUIDELINES

The Feedback Policy is written in the context of the Teachers Standards.

2. Promote good progress and outcomes by pupils, be accountable for pupils' attainment, progress and outcomes

- *be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these*
- *guide pupils to reflect on the progress they have made and their emerging needs*
- *demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching, encourage pupils to take a responsible and conscientious attitude to their own work and study*

5. Adapt teaching to respond to the strengths and needs of all pupils

- *know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively*
- *have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them*

6. Make accurate and productive use of assessment

- *make use of formative and summative assessment to secure pupils' progress*
- *...monitor progress, set targets, and plan subsequent lessons*
- *giving pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback*

AGREED PROCESS

Effective feedback (including, but not exclusively, written feedback) informs children about what they have achieved and what they need to do to take their learning forward. It should be appropriate to their age and individual needs. Feedback must regularly reflect clear guidance on how to improve, what progress has been made towards this target and

recognise when it has been achieved. Opportunities to support this process will need to be planned for and evident within the child's work.

Feedback at Exwick Heights Primary should be:

- Meaningful, manageable and motivating
- Taking learning forward
- Specific and purposeful
- Written or verbal
- Teacher led with appropriate self-evaluation from the pupil
- Appropriate to the nature of the work and child

Method

On an annual basis, teachers will agree a consistent process to enable the whole school community to understand the cycle of feedback within Exwick Heights Primary School. This is attached as the appendix to this policy. The appendix' was developed by the teaching staff to reflect current practice and is reviewed on an annual basis.

Monitoring and review

We are aware of the need to review the school feedback policy regularly so that we can take account of new initiatives, changes in the curriculum, teacher workload or developments in technology.

We monitor the effectiveness of this policy through regular pupil conferencing and book scrutinies. This may be in partnership with authority advisors, partner schools and Headteachers. It is also included within the termly monitoring cycle.

The policy was amended by the teaching staff at Exwick Heights Primary School on: 13/09/2020

It was adopted by the Governing Body from _____

It will be reviewed in 1 year from its adoption.

WHOLE SCHOOL WRITTEN FEEDBACK (MARKING) APPROACH:

To support workload, the school has invested in a programme to enable teachers to dictate feedback into their computer and the programme creates a sticker of the comment which can be stuck into the child's book. Please see a member of the IT team for additional guidance in using this.

Where appropriate, written marking should be completed by highlighting words, phrases, sentences, punctuation etc. in either "green for great" or "pink for think" with related symbols and comments in the appropriate colour. There should be an appropriate balance of pink and green comments across pieces of work.

Marking in this way will enable the teacher to use their time more meaningfully to effectively feedback to the pupil. For example, instead of the teacher writing, "Well done for using powerful adjectives" they can just highlight some examples in green and write "powerful adjectives". Similarly, teachers can highlight a section to be re-written, or insert a pink punctuation symbol in pink to identify what is needed. It should be marked promptly to enable the child to respond to the 'Think Pink' marking next to the original piece of work. This will clearly demonstrate their engagement with feedback from the teacher and the impact of the 'edit' will be clearly evident, supporting their future work.

The effectiveness lies in creating time for the pupils to respond to the marking, either by themselves or with a peer. This time is not to teach a new concept, but allows children to edit and improve their work according to one small, tight focus. It also allows them to quickly see where they have been successful, and why. Time will need to be built into timetables for this (perhaps as an early morning task?)

FURTHER SUGGESTIONS TO SUPPORT ANY WRITTEN FEEDBACK AND WORKLOAD






Purpose:






- To reduce workload
- To focus marking on 'non-negotiables'
- To encourage children to be more self-reflective


Instead of	The Teacher	The Child
Writing 'well done'	Highlights in a green pen the best parts/particularly successful parts of the child's writing	Where appropriate, the child writes reasons for the highlighted sections under the work, perhaps next to a green dot, made by the teacher
Working at the end of the day or in the evening	Where possible, the teacher or TA highlights non-negotiable errors in pink or discusses errors during the lesson OR The child self/peer marks/assesses their writing to identify errors	Responds by correcting the mistake If they need to re-write a section, this is done in pencil/handwriting pen next to a pink star to show that it relates to the teacher's marking.
Writing annotations and formative written feedback	Uses symbols and annotations only	Child responds where necessary.
Pupil self-editing work should be clearly identified,	Directed editing = Identifies what needs to be changed and	Independent editing = Child uses a different colour


	indicates area for response	Directed editing = beside teacher's symbol or highlighted area in their usual pen colour or pencil
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Marking Codes

Main symbols	What it means
	A triangle in the margin highlights an aspect of work to be considered (both positive and area for development)
	May be used to focus the pupil's attention.
	Work that has been read, can simply be ticked. A single tick can also be used to indicate words/phrases/sections of work which are pleasing.
	A double tick over a part of the work indicates very good.
VF	Work that has been discussed should be identified as Verbal Feedback.
S	Indicates Shared work (work which has been completed as a group)
G	Indicates Guided work (work which has been completed with close staff guidance)
	When written in pink pen, this indicates the child's target. When written in green pen- this indicates the child has achieved the target.

Punctuation	What it means
	Full stop
	Capital Letter/s
	Comma
/	Space needed between words
//	New paragraph
	Apostrophe
	Speech marks

Handwriting	What it means
	Handwriting

Spelling	What it means
	<p>There is a spelling issue on this line.</p> <ol style="list-style-type: none"> Where a good attempt has been made, the correct spelling may be written above or in the margin. The incorrect spelling may be indicated by a 'wiggly' line. The pupil may have to find the incorrect spelling if it is considered a word they should know.

- These actions depend on the age and development of the pupil
- In an extended piece of writing, teachers should consider the benefit of using these codes throughout the entire piece of writing. Is the child able to self-correct, once they have been made aware of an error, to support their level of independence?
- In all cases the pupil should write the correct spelling of an error identified (at the level appropriate for the ability of the child) at the bottom of the page.
- The triangle and identified focus should be placed in the margin besides the appropriate line. For younger, or less able pupils, additional guidance (eg highlighting the error directly) could also be used.