

**Church Lane Primary School and Nursery**

**Feedback Policy**

**Aim**

This policy is designed to ensure that children make rapid and sustained progress in the short, medium and long-term. We aim to assess effectively, so that we identify next steps in learning, communicate these clearly to the children and plan powerful activities to move learning forward. The purpose of feedback is primarily to facilitate and strengthen this process. Feedback of any sort should be given in a respectful and constructive manner.

**Rationale**

At Church Lane Primary School and Nursery, we recognise the central role in education played by effective feedback, and we are committed to maximising its impact. We engage with recent research and current pedagogical thinking, including reports published by the Education Endowment Foundation, and we use them to inform our practice to improve outcomes for our children. In September 2020, we completely re-evaluated the feedback we were giving to our pupils. Senior leaders at our school were aware of some of the cutting-edge work which was being done on verbal feedback at other schools. Numerous other reflective practitioners in the UK and beyond have been exploring innovative ways to maximise impact, and we decided to try a system based on the strategies championed by Andrew Percival, Clare Sealy, Joe Kirby, Jo Facer, Daisy Christodoulou, Toby French, et al. and supported by academic educationalists including Dylan Wiliam. This policy was written in consultation with staff, Governors and pupils (School Council). It sets out how we assess children’s strengths and weaknesses every single day, and how we use that information effectively to maximise learning.

**Frequency**

We expect teachers to actively read each child’s work, in all subjects, during or after every lesson and a whole class feedback sheet produced. By “actively”, we mean using professional judgement and skills to identify areas of strength and weakness in the learning. Where children’s work is not presented in written form, teachers will assess continuously, through observation and questioning.

**Minimal Written Marking**

Our policy is based on incisive, direct verbal feedback and well-planned, responsive teaching and learning. Teachers are not expected to write any detailed feedback in children’s books. They can use professional judgement to make occasional short written comments, if they consider this to be the best means of communicating a message in specific circumstances, but extensive or regular written marking is discouraged at Church Lane, because the time could be better spent giving the feedback more effectively and planning brilliant learning.

The children need to get used to our approach too, and we want to give clear messages about what sort of feedback is most important. Where teachers know that children are not capable of acting on verbal feedback alone, they might use visual symbols to guide actions. An example might be a symbol to remind children in Year 1 to use finger spaces. Teachers are also welcome to make judicious use of symbols and other shorthand, if they wish, to guide them in their verbal feedback and to aid in moderation and summative assessment further down the line. In particular, work which has been heavily supported will often be marked with “s”. Extensive use of a wide range of symbols on children’s work should be avoided, as it can clutter and confuse. “Acknowledgement marking” has been shown in various studies to have no significant impact on learning, and therefore is not expected or encouraged – by receiving timely verbal feedback, the children know with certainty that their work has been read and appreciated.

**Feedback Grids**

All teachers use a feedback grid during or after every lesson. For Reception to Year 6, the grid is broken down into the following areas:

* Next steps in learning
* Misconceptions/errors
* Support Needed
* Good examples
* Presentation issues
* Spelling errors
* Incomplete

This is a very important document, because it drives the feedback and learning cycle. It consists of notes and jottings, children’s initials and perhaps abbreviations – it is a tool for the teacher. Teaching assistants can also make effective use of these grids. In some cases, TAs will make notes separately which are then stuck or stapled on. Leaders will monitor the extent to which all learners are benefiting individually from this approach.

**Verbal Feedback at the start of the next lesson**

While actively reading all of the children’s work from the previous session, teachers will have made notes on their feedback grid. One of the most important functions of this is to guide verbal feedback which will fix errors, build on successes, support children with ‘keeping up’ and stretch and challenge children. The expectation is that a feedback session of at least 5 minutes (KS1)10 minutes (KS2) (in Maths, Reading and writing) and 5 minutes for all other non-core lessons and will normally be given to children before the start of the next lesson in that subject. In some cases, the whole of the next lesson will be based around the feedback. In each lesson, there will always be good work displayed to praise children and the visualizer should be used to support this. Teachers may select one or more piece(s) or extract(s) to display, read out or simply mention. This should be done during a learning sequence, even if a task is not yet complete. The key question here is why? Where appropriate, children should be encouraged to explain why this work has been selected as a good example. It is very likely that the teacher will have identified some common errors or misconceptions. These should be addressed. In other lessons, children will be given stretch and challenge questions to move the children’s learning forward and others may be given intervention. For writing, the children will not be given next steps. Instead, the first 10 minutes will be there to address misconceptions and show good pieces of work only. This is because the children will be working towards their big write and any stretch and challenge will be given as part of a DIRT activity (discussed below).

Although these may not always be causing a problem for every single child, if a significant number of pupils are making the same mistake, it may well be appropriate to signal this to the whole class at the same time – those who are not making the error can have their good habits confirmed and reinforced, and they might be able to do the teaching and explaining, thereby developing higher-order thinking skills.

If the errors or misconceptions are common to a smaller group, rather than the whole class, it might be more appropriate to draw those children together for some feedback while the others engage in a different activity. However, it depends on the teaching point – overlearning is a valid pedagogical technique. The teacher should have skilfully planned some activities which then enable the children to:

* fix any misconceptions or errors they have previously made;
* edit and improve their own work after benefiting from the direct verbal feedback;
* practise or build on their successes from the previous lesson

Activities responding to feedback will depend on the area of learning, the age and ability of the children. In many cases, they will include editing and improving children’s own work, using the feedback as a focus. Meanwhile, the teacher (and teaching assistant) will circulate and provide specific verbal feedback to some individual children, to guide their next steps or work directly with a group. In EYFS and KS1, small-group and individual feedback will be given and acted upon in improvement groups, which might run at any point during the day, and activities to address misconceptions and next steps in learning will often be built into continuous provision.

**Live Feedback**

Teachers and teaching assistants are expected to give high-quality, immediate feedback to learners during lessons. This is most likely to be verbal, enabling children to improve their work on the spot. This live feedback will sometimes be to the whole class, sometimes to groups, and sometimes to individuals. To achieve maximum efficiency, feedback will often be given to all the pupils who might benefit from it at the same time, but this also has to be balanced with the need for flow in a lesson. Pupils will also be provided with answers to questions, for example in Maths, so that they can check their own work as they go along, or after completing a certain number of tasks. Learners are normally expected to fix any errors at that point, before moving on – with the support of teachers as necessary.

Any conversations with learners during lessons that support learning or move the learning on will be marked with a ‘CC’ followed by what was discussed.

**Peer and self- assessment**

We expect children to take ownership of their own learning and have many opportunities to reflect through peer and self- assessment.

1. Staff will share the concept and milestone that the children will be learning each lesson.
2. Teachers will set/share a clear success criteria for pupils to self or peer assess against as appropriate.
3. We encourage children to see themselves as the first markers and audience for their learning. Children should be encouraged to find their OWN mistakes and to check and improve their own work individually or with the help of a peer before showing their work to the teacher.
4. Teachers should check the accuracy of children’s marking and must plan for feedback to take place and should include a range of assessment types including peer and self- assessment.

**Success criteria (Writing)**

Children will regularly self and peer assess their work against the success criteria. Children will begin to decide the success criteria in KS1 and will be regularly involved in co-creating success criteria in KS2.

Example success criteria

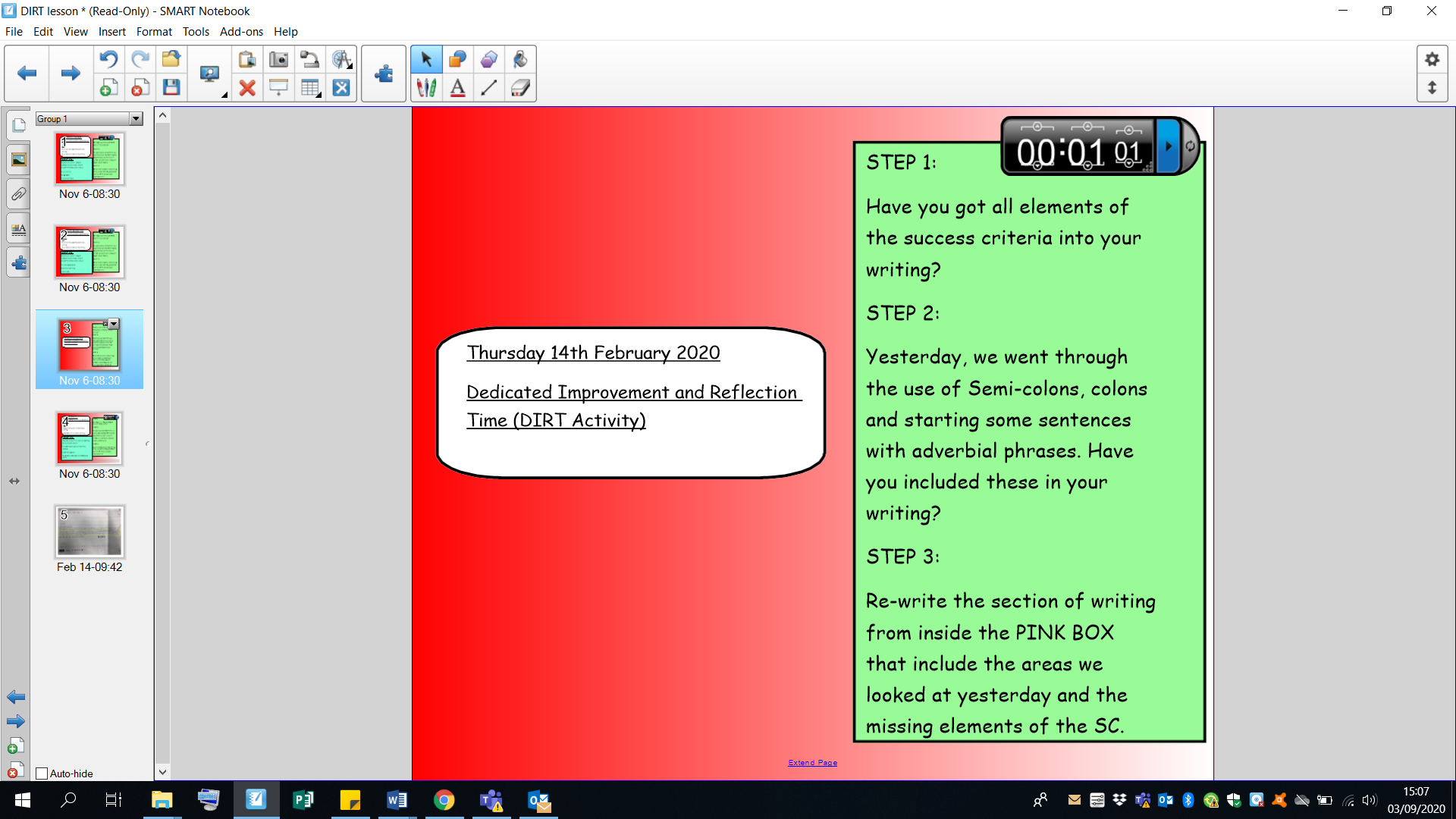
|  |  |  |
| --- | --- | --- |
| Me | Playscript | Teacher |
|  | Script includes a cast list at the start |  |
|  | Narrator used |  |
|  | Speakers name is on the left followed by the colon  Sarah: |  |
|  | No speech marks used |  |
|  | Start a new line for a new speaker |  |
|  | Stage directions are in brackets |  |
|  | Adverbs and powerful verbs are used |  |

A KS1 success criteria may include symbols

**Pink Box Marking (DIRT activity)**

Pink box marking (Dirt activity) will take place once a big write has been published and involves the teacher selecting a section of work that needs improving. Using a whole class feedback sheet the teacher will make notes about what needs improving for each child. The teacher will then group the children focussing first on whole class needs, and then in small groups addressing needs specific to the child.

Following this the children will then spend time focussing on a Dirt activity where they re-edit a specific section of text- focussing on addressing the weaknesses.



**Following up on Feedback – monitoring the impact**

We expect the impact of feedback to be evident in the children’s work. Persistent errors should be swiftly identified and dealt with; where this proves impossible through Quality First Teaching, additional provision must be planned and delivered. It is the class teacher’s responsibility to reflect on the impact of their own feedback, and regularly check from their feedback grids that issues identified earlier in the term have now been addressed. Subject leaders and senior leaders will monitor this closely, and it will be an important focus of work scrutiny. Governors will oversee this policy and its implementation.



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**Marking Codes**

**All marking will be carried out in Green pen.**

|  |  |  |  |
| --- | --- | --- | --- |
| ✓✓  ✓  This will be next to the milestone | Milestone Achieved  Milestone partially achieved and intervention will be given. | ✓ | Correct answer |
|  | Incorrect answer | M x 1 | For good work a Merit should be awarded |
|  | Proof read/check again/check your working | Punctuation?  Word? | This is used if there is a word or punctuation missing |
| FS | A reminder that you need to remember finger spaces | CC | Child conference- this is when you have worked with a child during a lesson to move their learning forward. |
| Spelling X3 | If a child spells a word incorrectly, it should be noted in the margin for the child to copy 3 times. Maximum of 3 spellings per piece of work. | R | The children have used resources to support their learning |
| Lime green pen. | At the end of a piece of work you may be asked to self/peer assess your work or a partners. This should be completed in Lime green pen. | Purple pen. | You should respond to feedback, next steps, edit and make corrections using a purple pen. |

Written by: Callum Clay

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