

Grand Avenue Primary and Nursery School

Feedback Policy

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Update and agreed - Summer 2020

To be reviewed - Summer 2023

Introduction

Evidence from educational research shows that good quality feedback is the most effective tool to ensure children make good progress. To be effective the feedback must be

- Specific
- Actionable
- Given in an accessible way

At Grand Avenue Primary and Nursery, the marking of pupils' work is an important part of feedback and an integral part of the teaching and learning process. It is imperative in helping each child improve and feel good about what they do. It acts as a record of the child's understanding and progress throughout the year. It also provides information to the reader on the context or objective of a piece of work.

To make the process effective and manageable staff will make judgements about the frequency and detail of their responses. It is not practicable or relevant to provide lengthy written feedback to all pieces of written work. The marking of work will be both formative and summative and in line with the school Assessment policy.

At Grand Avenue we also believe that marking and feedback does not have to be at the end of a lesson or task but is a way of intervening; giving praise, guidance, support and challenge.

Aims

At Grand Avenue Primary and Nursery we expect children to take ownership of their learning and be fully involved in evaluating their success, as well as identifying areas for development. Feedback is given on effort, attitude, knowledge and skills. Staff will ;

Give feedback to pupils assisting their progress

Discuss, agree and provide next steps linked to application of learning

Offer immediate response to pupils work (where appropriate)

Acknowledge and praise effort and achievement

Provide positive comments which are linked to the learning objective

Mark initially towards the learning challenge of the lesson

Show the child how successful they have been in achieving the learning objective

Engage the child in self –review

Help the child identify their own achievements

Support each child to identify the next steps in their learning

Reflect on the individual needs of each pupil

Provide opportunities for peer group and self marking

Mark consistently throughout the school

Give time for reflection on learning

Responsibilities

The Assessment Co-ordinator will:

Create review and amend the policy with regard to local and national agendas
Raise staff awareness of the policy on a regular basis
Keep up to date with current developments and initiatives
Support staff in the marking of children's work
Monitor marking throughout school and feedback to SMT/staff

The Governors will:

Agree the policy and any revisions and amendments
Regularly review the policy in accordance with the policy review cycle
Evaluate the success of the policy during visits to school

Staff will:

Use a variety of strategies to support reflection and ownership of learning .
These will include ; giving AfL questions to be answered before marking, asking for 2 things done well and one for improvement, providing purple polish pens, organising response partners, giving child opportunity to review own work using Steps to Success, indicating spelling errors without identifying the word.

Use a variety of ways of providing feedback , including ; written, verbal, check out questions, exit passes, sticky arrows, check boxes, whole class marking (see Appendix 1)

Use the symbols agreed in their year group when providing written feedback (see Appendix 2)

Make short positive written comments which the child can read and discuss, including meeting targets set. Comments to also include recognition of when targets have been attempted and/or achieved.

Regularly note for the child the 'next steps' required for future progress using non-negotiables, ensuring these become part of future work and a learning journey.
Use feedback and marking as a focal point for setting targets and planning.

Always ensure each piece of work is dated.

Give feedback during lesson time and/or as soon as possible after the work has been completed.

Will sign/initial the piece of work if not the class teacher.

Use a green pen for marking.

Use the school Response and Reflect document to build in time during the school day for children to reflect on their work, read and respond to the teachers comments, and then make any corrections.

See Appendix 3 for further detail and agreed procedures 2020

Planning to intervene

Children are supported in developing the skills of self – evaluation, proof reading and checking work before it is handed to the teacher for marking. The following forms part of our philosophy regarding intervention and feedback.

Intervene to SUPPORT

Resources to be available in the classroom for support eg number squares, scaffolding sheets.

Example; 'Good try, now use a number line to help you'

Intervene to CONSOLIDATE

This is when the child may need a few more examples before they are ready to move on. They are tailored to the errors a child has made previously and after guidance has been given.

Example; 'Well done. Now try these questions and don't forget the zero!'

Intervene to ACCELERATE

Next step intervention within a differentiated lesson to move the pupil to the appropriate level of task. A higher level of task needs to be available for the more able.

Example ; 'Great, you can do it. Now have a go at Green Group's task'.

Intervene to CHALLENGE

Asking the pupil to put their learning into practice and apply new skills. Real life problems during the plenary are a good strategy.

Example ; 'Great. Can you use this method to solve the following problem?'

Equal Opportunities

We ensure that all pupils receive feedback on their progress in a way that is both understood and valued.

Links to other policies

This policy needs to be read in conjunction with the following policies;

Assessment

Monitoring and Evaluation

Learning and Teaching

Equal Opportunities

Able Pupils

Response and Reflect document

Special Educational Needs

Concluding Statement

Feedback , in all it's forms, is an integral part of teaching and learning providing pupils with positive feedback and teachers information which will inform future planning.

Appendix 1
Early Years Whole class
feedback

Objective/learning focus	
Next steps in learning	Misconceptions/Errors
	Need further support
	Star performers

Next steps in learning	Misconceptions/Errors	
	Need further support	
	Star performers	
Good examples	Presentation issues	Incomplete

KS1 and 2 Whole class feedback

The symbols below may be used. Year groups to agree and ensure consistency.



Favourite aspect.



Something to improve.

✔ Ticks by these things show that they have been achieved:

- Learning challenge
- Steps to success
- What makes good

- Shows a mistake. Go back and check.

SP Indicates a spelling mistake. (Written in the margin.)

P Check punctuation. (Written in the margin.)

// Start a new paragraph. (Written in the margin.)

..... Child to underline a word they think has been spelt incorrectly

NS Next Step



Verbal Feedback



Independent work.



Teacher Assistant support.



Paired work.



Group work.



Worked with the teacher.



Today think about...



Child said...

Agreed procedures and expectations Summer 2020

Marking will ;

- Be specific, accurate and clear
- Compare what the learner is doing now with then
- Encourage and support further effort
- Be given sparingly
- Provide specific guidance on how to make improvements
- Be used to inform planning

Staff will;

- Ensure marking is up to date
- Use a clear neat cursive script in green pen
- Use year group agreed symbols
- Plan time for children to respond to marking
- Agree as a year group of type of marking for pieces of work eg deep, supportive, questions.
- Indicate type of marking on planning, agreed at PPA time
- Plan for a mixture of whole class feedback, individual feedback from teacher, self reflection and peer feedback
- Ensure marking reflects the time and effort by children
- Note 'next steps' on drafts
- Mark to the Learning challenge using 'What makes Good.....' as criteria
- Use arrow post it note to indicate a response is needed from the child
- Keep a record of whole class marking

Children will;

- Be asked to use a purple polishing pen for editing and improving work.
- Respond appropriately to teacher's marking.
- Additional agreed

In KS1:

- Child and/or Teacher to highlight spellings for correction eg 2 or 3 from a piece of work
- Next step marking during a unit of work

In Lower KS2:

- **Year 3** – Success criteria given- children taught how to purposefully reflect (verbally and written)
- **Year 4** – Success criteria generated with children – children will write reflections on learning

In Upper KS2:

- **English** – A step by step approach
 1. Child writes
 2. Child reflects and improves on basic skills
 3. Teacher gives individual quick verbal feedback
 4. Child writes paragraph again
 5. Teacher marks, noting next step