

# **Feedback Policy**

**June 2019**

**This policy was reviewed by Governors**

**Signed by: *June Thomas*      Chair of Governors**

**Signed by: *Janine St. Pierre*      Head teacher**

**Date: 6<sup>th</sup> June 2019**

**Review date: Autumn 2020**

## **What is feedback?**

At Plaistow Primary School, we recognise the importance of feedback as an integral part of the teaching and learning cycle, and aim to maximise the effectiveness of its use in practice. We acknowledge that feedback comes in a variety of forms and should be a regular and robust part of every lesson. All feedback should be specific, clear and appropriate in its purpose and productive in its outcomes. The best feedback, whether written or verbal, will give pupils a clear sense of how they can improve, with students responding and making progress as a result.

We have used the principles from “ Visible learning Feedback” by John Hattie and Shirley Clarke to form the basis of this policy.

## **Aims of feedback at Plaistow Primary School**

- To enable the pupils to make progress and further their learning.
- To give pupils time to reflect upon their learning and make improvements.
- To inform teachers planning and enable them to reshape tasks and the sequence of learning.
- To encourage children to have a sense of pride in their work.
- To enable students to improve the presentation of their work.

## **Key Principles of feedback**

- Feedback should be timely and respond to the needs of individual pupils so they can actively engage with the feedback.
- Feedback should be focused on the learning intentions and success criteria of the lesson.
- Pupils should be involved in self-assessment and peer assessment against the learning intentions and success criteria of the lesson.
- Feedback should always move the learning forward.
- As a result of feedback, there will be a visible improvement in the work.

## **Types of feedback and frequency**

Type of feedback	Frequency	How is it monitored
Verbal feedback	This is the most frequent type of feedback and used across the curriculum.  Is related to the learning intention and success criteria.	VF used in books to signal verbal feedback has been used and child response in red pen, within the lesson.  Lesson observations

	<p>Pupils should act upon the feedback given straight away using a red pen.</p> <p>Verbal feedback can be given to individuals or groups of pupils and will be as a result of teacher assessment within the lesson.</p>	<p>Learning walks</p>
Peer feedback	<p>Is related to the learning intention and success criteria.</p> <p>Is planned for by the teacher, where appropriate.</p> <p>Children use feedback stems to offer feedback.</p> <p>Pupils respond to peer feedback within the lesson.</p> <p>Teachers to model effective peer feedback at an age appropriate level</p>	<p>Lesson observations</p> <p>Learning walks</p> <p>Book monitoring (success criteria grids)</p> <p>Evidence of redrafting/ corrections in red pen</p>
Self-assessment	<p>Is related to the learning intention and the success criteria.</p> <p>Is planned for by the teacher.</p> <p>Pupils make improvements to their work within the lesson using a red pen.</p> <p>Teachers to model effective peer feedback at an age appropriate level</p>	<p>Lesson observations</p> <p>Learning walks</p> <p>Book monitoring (success criteria grids)</p> <p>Evidence of redrafting/ corrections in red pen</p>
Written feedback	<p>It relates to the learning objective and success criteria.</p> <p>Gives clear actions for improvement which children respond to in red pen.</p> <p>Is written in child friendly language.</p> <p>Is written to reflect the child's level of comprehension.</p> <p>It reflects the school handwriting policy.</p> <p>It is manageable for teachers</p>	<p>Lesson observations</p> <p>Learning walks</p> <p>Book monitoring</p>

	It is responded to by children- teachers build in time for children to respond to marking	
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## **Formative feedback strategies**

In order to provide consistent and strong feedback in lessons the following list of strategies has been compiled. These strategies form part of the school's pedagogic models and are integral to all lessons.

These strategies include:

- The ABC strategy (agree with...build upon...challenge...)
- Think/pair/share (Talk partners)
- Teacher modelling
- Working walls
- Questioning using blooms taxonomy
- One to one/ group discussions
- Use of visualisers to model feedback

## **Marking Expectations**

<b><u>Subject</u></b>	<b><u>Expectation</u></b>
<b>Generic marking across the curriculum</b>	<p>Work is marked daily by the teacher/TA in <b>Green Pen</b>.</p> <p>The L.O should be highlighted in <b>green</b> if it has been fully met and left blank if not.</p> <p><b>Green</b> highlighters to be used for correct answers.</p> <p>Orange highlighters for incorrect responses.</p> <p>All responding to marking and editing is done in <b>Red Pen</b> by the pupil.</p> <p>All marking should set the example of clear and legible handwriting</p> <p>All marking should follow the marking policy and codes (appendix 1)</p> <p>All marking should relate to the learning objective and success criteria</p> <p>Handwriting should be picked up on if it is not following the policy and/or if the presentation of work is not to a high enough standard. Teachers to use handwriting target stickers to address this. (see example in appendix 5)</p> <p>Marking can be done in the lesson with the children.</p>

	<p>Self-assessment used to check and improve using a red pen, against the success criteria. (appendix 2)</p> <p>Peer-assessment used to check and improve using a red pen, against the success criteria. (appendix 2 and appendix 3 to aid discussion)</p>
<b>Marking in the EYFS (Reception)</b>	<p>Missing capital letters and full stops will be indicated with a <b>orange</b> highlighter, where appropriate.</p> <p>The L.O should be highlighted in <b>green</b> if it has been fully met and left blank if not.</p> <p>All work to be marked in green.</p> <p>Depending on the ability of the children, ticks will be given for sounds in words.</p> <p>Where appropriate to the child's ability, <b>orange</b> highlighter should be used to identify incorrect sounds used.</p>
<b>Maths</b>	<p>Teachers should use their <b>green</b> and <b>orange</b> highlighter to acknowledge at least one question completed correctly and one that requires checking or responding to.</p> <p>Pupils should respond daily to the orange highlighted question within the lesson.</p> <p>Teacher should highlight the L.O. in <b>green</b> if it has been met <b>fully</b>.</p> <p>Self-assessment used to check and improve using a red pen, against the success criteria.</p> <p>Peer-assessment used to check and improve using a red pen, against the success criteria.</p>
<b>English (Reading)</b>	<p>Teachers should use their <b>green</b> and <b>orange</b> highlighter to acknowledge at least one question completed correctly and one that requires checking or responding to.</p>
<b>Writing</b>	<p>Verbal feedback used to suggests improvements against the success criteria, children respond in red pen.</p> <p>Teachers use <b>green</b> highlighter to identify aspects of the success criteria have been met, within lessons as much as possible and highlighted on grid.</p> <p>Self-assessment used to check and improve using a red pen, against</p>

the success criteria.

Peer-assessment used to check and improve using a red pen, against the success criteria.

Redraft: Redraft focus should be taken from elements of the success criteria.

Teachers use the redraft template (appendix 4) to identify a clear redraft focus. Depending on the year group/individual child/teacher judgement, the teacher or child will identify the section to be redrafted.


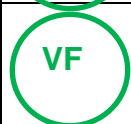

Children will redraft in red pen and there should be a noticeable difference in the quality of the writing in that paragraph.

Redraft templates can be differentiated.



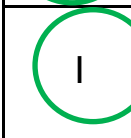

Published pieces are the final outcome for writing for the unit. Teachers use the writing checklist to assess this piece of work.

## Appendix 1

### Symbols for Marking KS1 and KS2

	<p><b><u>Worked with support</u></b> Pupil worked <b>with support</b> from the teacher or teaching assistant. e.g worked alongside teacher in teacher/ TA focus group</p>
	<p><b><u>Verbal Feedback</u></b> Pupil had verbal feedback from the teacher – this symbol should then be followed by a statement referencing what was discussed between the teacher and pupil. From this point on it should be clear that this verbal feedback has had impact. <i>For example: If the teacher has written 'VF speech marks' it should be evident from that point on that the child has attempted to take on your feedback, in red pen.</i></p>
  - - - - -	<p><b><u>Spelling</u></b> A maximum of three spellings per piece of work should be identified for the child to correct by the teacher, if appropriate. The spellings identified must be either from the spellings learnt that week or very recently, a word they will need to use in their next piece of writing or word from their year group word list. *Please note some children should be encouraged to spot their own mistakes and correct those using appropriate resources such as word banks/dictionaries. t h e i r t _ _ _ r - - - - -</p>

### Symbols for Marking EYFS

	<p><b><u>Worked with support</u></b> Pupil worked <b>with support</b> from the teacher or teaching assistant. e.g worked alongside teacher in teacher/ TA focus group</p>
	<p><b><u>Verbal Feedback</u></b> Pupil had verbal feedback from the teacher</p>
	<p><b><u>Independent</u></b> Pupil completed work independently</p>
	<p><b><u>Word Mat</u></b> Pupil copied word from given word mat</p>

## **Appendix 2**

### Success criteria template

<u>Success Criteria</u> – <i>What do I need to do to be successful?</i>	<i>Feedback</i>		
	<b>Pupil</b>	<b>Partner</b>	<b>Teacher</b>
Challenge: (optional, can be chosen by the child)			



### **Appendix 3**

#### Examples of peer assessment sentence stems

<p><b>ADMIRATION</b>          "I like what ____ said because..."          "That's a great point, because..."          "When you said... I understood..."          "This is interesting because..."          "That's a great point..."          "I agree with _____ because..."</p>	<p><b>QUESTION</b>          "Could you please explain a bit more please?"          "What do you think?"          "I still have questions about..."          "This makes me think that..."          "I noticed that..."</p>	
<p><b>INSPIRATION</b>          "What if..."          "This makes me think..."          "I wonder..."</p>	<p><b>CLARIFICATION</b>          "So far we have said..."          "So you are saying..."          "Can you explain..."</p>	
<p><b>ABC</b></p>		
<p><b>AGREE</b>          "Could we agree that..."          "I agree with... because..."          "Similarly..."</p>	<p><b>BUILD</b>          "I would like to add on..."          "Can you tell me more about..."          "I'd like to build on to that point..."          "Adding to that point..."          "I agree with some aspects of ..... 's point however..."</p>	<p><b>CHALLENGE</b>          "Could you show me?"          "One question I have is..."          "Why do you think that?"          "What evidence is there to back up your point?"          "Could you show me another way?"          "Could you draw a diagram?"</p>

## **Appendix 4**

### Examples of redrafting templates

#### **Redraft Focus:** Improving Sentences

To improve your learning, you need to:

1. Vary how you start your sentences
2. Vary the length of your sentences
3. Use a variety of sentence structures

Rewrite a paragraph in your writing and try to improve the sentences.

Make sure they all start with a different word

Use a question or command in your sentence

Make one of your sentences short (1-4 words long)

Try to start some of your sentences with a verb (running), an adverb (slowly), an abstract noun (fear) or a preposition (under).

Try some of these sentence openers .....

#### **Redraft Focus:** Improving...

To improve your learning, you need to:

- 1.
- 2.
- 3.


Rewrite a paragraph in your writing and try to improve the .....

## Appendix 5

### Examples of Handwriting stickers

My Handwriting Target


To make sure all my letters are sitting neatly on the line.



The image shows three lowercase letters 'b', 'b', and 'b' on a horizontal dashed line. The first 'b' is correctly placed on the line. The second 'b' has a blue arrow pointing down from its top, indicating it is too high. The third 'b' has a blue arrow pointing up from its bottom, indicating it is too low. To the right of the letters is a small empty square box.

My Handwriting Target


To make sure my letters come below the line. (descenders)



The image shows three lowercase letters 'p', 'y', and 'f' on a horizontal blue line. Red circles are drawn around the bottom of each letter, showing they extend below the line. To the right of the letters is a small empty square box.

My Handwriting Target

To start every line of my writing at the margin.



The image shows a vertical stack of horizontal blue lines representing writing lines. A vertical red line is drawn on the left side, representing the margin. The lines do not start at the red line. To the right of the lines is a small empty square box.