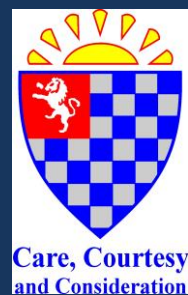


Warren Wood Primary School

Feedback Policy



This policy covers our school's approach to feedback and presentation.

Created by Ali Cowie through consultation with SLT, Teachers and the Governing body.

To be reviewed in July 2023

Staff responsible for overseeing and reviewing this policy	Ali Cowie and the governing body.
Reviewed policy shared with staff on:	Wednesday 29 th June 2022
Date of policy:	June 2022
Date for review:	July 2023

How is the policy be made available to parents, carers and the wider community?

This policy document is freely available on request to the entire school community.

The policy will be available to parents via the school website.

Rationale

Feedback July 2022

At Warren Wood 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 are mindful also of the research surrounding effective feedback and the workload implications of written marking.

Our policy is underpinned by evidence of best practice, from the Education Endowment Foundation and other expert organisations.

The Education Endowment Foundation research shows that effective feedback should:

- Redirect or refocus either the teacher's or the learner's actions to achieve a goal
- Be specific, accurate and clear
- Encourage and support further effort
- Be given sparingly so that it is meaningful
- Put the onus on children to correct their own mistakes, rather than providing correct answers for them
- Alert the teacher to misconceptions, so that the teacher can address these in subsequent lessons.

Marking should always be **meaningful, manageable and motivating**.

Teachers create an effective climate for learning where children feel safe to make mistakes and therefore develop a growth mind set about receiving and acting on feedback. Teachers need to demonstrate to children how to respond to comments or improvement prompts in their work. Modelling at all levels and in all classes will ensure children respond appropriately with sufficient thought and effort to make a difference in their work.

Over time, children's responses will mature although the highest expectations should extend to corrections, improvement prompts and additional challenges.

Our Approach - Where am I going? How am I doing? Where to next?

Feedback and marking in practice

Teachers must evaluate the work that children undertake in lessons, and use information obtained from this to allow them to adjust their teaching.

Effective feedback is an important part of the learning process.

This can be:



1. Immediate feedback – at the point of teaching



2. Summary feedback - at the end of a lesson/task

3. Next lesson feedforward – further teaching enabling the children to identify and improve for themselves areas for development identified by the teacher or complete an additional challenge

4. Summative feedback – tasks planned to give teachers definitive feedback about whether a child has securely mastered the material under study

5. Remote learning/homework feedback- via Tapestry EYFS and responses to homework

Type of marking and feedback	What does it look like?	Evidence
<p>Immediate feedback</p>	<p>Includes teacher gathering feedback during the lesson</p> <p>Takes place in lessons with individuals or small groups</p> <p>Often given verbally to children for immediate action</p> <p>May involve use of an adult to provide support of further challenge</p> <p>May re-direct the focus of teaching or the task</p> <p>Use of green/pink pen or highlighter/stamp</p> <div style="display: flex; align-items: center; justify-content: center; gap: 20px;">   </div>	<p>Lesson observations</p> <p>Learning walks</p> <p>Book monitoring</p> <p>Discussions with children</p>

<p>Summary feedback</p>	<p>At the end of a lesson or activity</p> <p>Involves whole groups or classes</p> <p>Opportunity for evaluation of learning in the lesson (eg mini plenary)</p> <p>Self-assessment against an agreed set of criteria</p> <p>Peer assessment against an agreed set of criteria</p> <p>Marking codes eg I for independent CT class teacher etc</p> <p>Test or assessment score</p> <p>Further use of review feedback, focusing on areas of need</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div>	<p>Lesson observations /learning walks</p> <p>Some evidence of self – and peer-assessment (age appropriate)</p> <p>Quiz and test results may be recorded in books or logged separately by the teacher</p> <p>Notes in class teacher feedback book and seen stamp</p>
<p>Next lesson feed forward</p>	<p>Pink challenges if appropriate</p> <p>Pink corrections e.g spelling. Corrections completed independently or through verbal feedback with an adult or peer</p> <p>Children's editing e.g purple polish</p> <p>Notes on planning/ record book</p>	<p>Lesson observations /learning walks</p> <p>Evidence in books of children editing and redrafting their work in purple pen</p> <p>Notes in class teacher feedback book</p> <p>Notes on MTP</p>
<p>Summative feedback</p>	<p>End of unit quiz or test to check understanding, sometimes marked by children with the CT</p> <p>Application of skills task eg through problem solving and reasoning questions</p> <p>Certificates/rewards- praise and recognition</p> <p>Work displayed eg star work, locker boards EYFS</p>	<p>Book monitoring</p> <p>Lesson observations</p> <p>Learning Walk</p> <p>Discussions</p> <p>Test/quiz scores</p> <p>Notes on MTP</p>

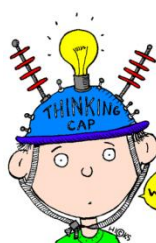
Remote learning tapestry/homework feedback	Acknowledged as seen by teacher- comment, stamps and stickers, where appropriate Comments made by staff are supportive, appropriate and within the time frame of work submitted.	Lessons/activities/quizzes accessed via Tapestry Comments from parents via Tapestry
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Green and pink marking

Green is good



Think pink



Teachers mark in green pen/highlighter and identify mistakes or points for development using pink pen /highlighter.

Teacher Feedback Book

Teachers will use feedback notebooks for Maths, English and Topic in which to make brief comments about the feed forward next steps and misconceptions aspect of marking rather than repetitious marking in individual children’s books.

Feedback to individual, group or whole class where appropriate. Praise and acknowledgement provides positivity and purpose and it should be clear to the children where learning has been successful.

Peer Assessment and Self Assessment KS2 Maths

A traffic light system encourages children to indicate whether they have understood the task set. Each child can add this to a piece of work where appropriate.

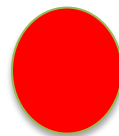
Understood



Almost there



I need some help



These indications should form part of the self-assessment practice in class and have a distinct purpose, reflected in the planning, teaching marking and discussion that subsequently takes place ie what is the next step in learning?

Children should be encouraged to work together as 'critical friends' to evaluate their own work and set targets.

Marking codes

Marking Codes agreed as a staff and displayed in each teaching area.

<u>Marking Codes</u>	
ⓐ	Class Teacher
ⓑ	Teaching Assistant
ⓒ	Independently
ⓓ	Whole Class
ⓔ	Talking Partner

They can show differentiation of support and the use of resources in a piece of marked work and provides information to support discussions resulting from work scrutiny.

Some teachers may use bespoke marking codes agreed with individual or groups of children within their own class, in addition to the whole school approach.

Correcting Spellings

Key spellings are to be corrected and shared with the children eg high frequency words corresponding to ability.

Presentation

At Warren Wood we expect the children to make progress, but this progression can be noted not just in the content but also in the presentation of each child's own work. We ensure that the children's work is clear, legible, attractive and shows progression.

As teachers, we seek to ensure that each child produces work of which they can be proud, as this raises the child's self-esteem and increases their motivation.

1. All work should be dated numerically for Maths work i.e. 14.5.11 and in words for English and other work. i.e. Monday 14th May with the date underlined.
2. On the front of all exercise books, written on a Warren Wood label there should be
 - I. The child's full name.
 - II. The type of book, e.g. Maths, English
 - III. The class code/ teacher's name

Teachers should ensure that covers are free from scribbles and graffiti.

Inside books

1. *If using numbers these should be in the margin.* ✓
2. *Children should keep their writing to the left of the page, near the margin.* ✓
3. *Children should not miss-out pages in exercise books.* ✓
4. *Photocopied /duplicated work sheets should be used sparingly and if used, dated and stuck in and marked before the next piece of work is started.* ✓

- Each Team should decide as a team, which exercise, writing workbooks they will use and for what purposes.
- There should be no scribbling out of mistakes. A neat 'x' or a straight ruled line are the only acceptable ways of deleting a mistake. The use of rubbers is at the discretion of the teacher depending on the age, maturity and capability of the child/ren.
- Class handwriting lessons should normally take place at least weekly for most classes and teachers should adhere to the school scheme.
- Children in Early Years will be taught how to hold a pencil correctly.
- Blue handwriting pens can be issued to pupils when teachers feel a child is managing a sustained cursive style.
- In Maths, children should be encouraged to use "one number in one square" until they are able to lay out their work in a clear way.