# Beaconsfield Primary School

*'Shining a Light on Learning'*



| | | |
|---|---|---|
| **B** | - | **Belief** |
| **P** | - | **Perseverance** |
| **S** | - | **Success** |

# Feedback Policy

September 2019

Review date:         September 2022

## Introduction

At Beaconsfield Primary School we promote a 'Growth Mindset' approach to learning and believe that effective feedback is essential to ensuring children make rapid progress. We recognise that quality feedback includes:

- Verbal feedback
- Written feedback
- Self-assessment
- Peer-assessment

All forms of feedback should encourage pupils to become 'reflective' and 'thoughtful' learners who recognise the progress they have made and have a clear understanding of the next steps in their 'learning journey'. We believe that pupils' self-esteem and resilience will develop through positive yet challenging feedback which is delivered in a consistent and age appropriate way throughout the school.

## Aims and Objectives

We provide effective feedback in order to:

➢ Encourage children to be **actively involved in their own learning** and develop their ability to **review and improve their own work against clearly defined success criteria**.

➢ Provide a **dialogue** between teachers and children which includes **clear and specific** feedback about strengths and areas of improvement in their work.

➢ Recognise, encourage and reward children's effort and achievement

➢ Help pupils to develop an awareness of the standards they need to reach in order to achieve 'age related expectations' as set out in the National Curriculum. We recognise that feedback needs to be adapted appropriately to different areas of the curriculum.

➢ Aid future planning and identify pupils who need additional support/more challenging work and the nature of the support/challenges needed.

**Effective feedback (including written feedback) should <u>impact on learning and progress</u>. It is not an administrative task which places undue pressures on the work/life balance of staff.**

➢ Senior leaders and subject co-ordinators will regularly monitor the effectiveness of feedback across the school and give further guidance where required. This may include support with subject specific feedback

## Principles of feedback (including marking)

We believe that the following principles should underpin all forms of feedback:

➤ The process of offering feedback should be a **positive one**. Children should be encouraged to see it as an essential part of their learning and be encouraged to develop a '**Growth Mindset**'.

➤ **Learning objectives and success criteria should be clearly communicated and displayed in each lesson**. This encourages children to be independent learners who are able to identify possible areas for improvement through self and peer assessment. **Time should be given in lessons for children to check for errors and reflect upon their own work against the success criteria**.

➤ Effective feedback should be a dialogue that takes place between teacher and pupil. Whenever possible, it should take place **while the task is being completed and in the presence of the child** in order to maximise the impact on learning. This will often take the form of verbal feedback.

➤ Teachers should allocate **Dedicated Improvement Time (DIT)** for the pupils to reflect on written feedback. This could form part of the lesson itself or a morning activity. **The child must be able to read and respond to the comments made, and be given time to do so.** Where the child is not able to read and respond to written marking in the usual way, other arrangements for communication should be made.

➤ Praise should focus on **effort** (e.g. You worked really hard on that) and not ability (e.g. You are really clever at maths) in order to develop a 'Growth Mindset'.

➤ Praise and 'next steps' should be **specific and relate to the learning objective, success criteria or the child's personal learning targets** (e.g. Well done for using capital letters for proper nouns). 'Next steps' should be ones which children can address **quickly** (either immediately or in the next lesson).

➤ The onus should be placed on the **child actively engaging with their feedback. 'Learning tasks' should be used wherever possible to support this**. 'Learning tasks' encourage children to correct or improve their previous work (e.g. Read your work again and add capital letters for proper nouns) or extend their learning through a short task (e.g. Write three sentences using the conjunction 'however').

➤ Regular opportunities should be provided for children to use **self and peer assessment (against clear success criteria)**. Children will use a purple pen when engaged in self and peer assessment activities. The teacher should review marking completed through self and peer assessment.

➤ Feedback and marking must be used to **inform future planning and targeted support**. Evidence of this will be seen in teachers' planning and evaluations and records from targeted support groups.

➤ Teachers must encourage children to **take pride in their work** by ensuring they present their work in accordance with school policy. See Appendix 3 (We take pride in our work - Year 1 version) and Appendix 4 (We take pride in our work – Year 2 to 6 version)

## Expectations for written feedback

- **All work** should be reviewed and **grammar, punctuation and spelling (GPS) errors should be addressed using marking codes** at an age and ability appropriate level for the child. Poor presentation of work or poor effort should always be addressed and children should be encouraged to take pride in their work at all times (see Appendices 3 and 4).

- Marking should always be completed **promptly** (ideally before the next lesson) as this will maximise the impact of the feedback on learning and also provides valuable information for the teacher to inform future planning.

- **Marking codes should be applied consistently throughout the school.** This allows teachers and support staff to give effective and meaningful feedback without placing undue pressure on workload.

- **Teachers and support staff will use their professional judgement to decide when adding a written comment to a piece of work is necessary to ensure progress.** There is no set requirement about the amount of written comments which will be added to pupils' books. On average, maths and English books will have 1-2 written comments per week and foundation subjects will have 1-2 written comments per half term.

- Written comments (including praise and next steps) should be **specific and relate to the success criteria.** The majority of written comments relating to 'next steps' will be '**learning tasks**' which the child can **action either immediately or in the next lesson.**

- Written comments need to be **neat, legible and respectful of the pupil's work.** Adults should **model handwriting** in accordance with the handwriting policy at all times.

- Marking can and should be **undertaken by support staff when working with a focus group.** Support staff may also be asked to mark some homework tasks. They should provide appropriate feedback to the class teacher about errors and misconceptions.

- Consideration is given to what a particular child is capable of, what the next stage of learning involves and what should now have priority. **Marking should be matched to the needs of the child.**

- We encourage children to apply their English and maths skills appropriately across all subjects however marking in foundation subjects should **primarily focus on the key skills of that subject** (e.g. marking in history books will primarily focus on key history skills).

- **Staff should monitor children's engagement with written feedback and intervene when appropriate.** For example: If a child has been asked to add capital letters for proper nouns and has not done so then the teacher must ascertain the reason for this and provide appropriate support.

- When appropriate, **children may mark their own or another child's work**, but the teacher must monitor this carefully. Homework tasks are often marked in this way as they are designed to consolidate learning which has already taken place in school.

➢ When completing **peer assessment** activities, we teach children to use the principles of '**Fishy Feedback**' (**F**riendly, **I**nformative, **S**pecific and **H**elpful) to maximise the impact on learning.

## Pens

➢ **Marking codes** will be completed in <u>**red pen**</u>.

➢ <u>**Green pen**</u> will be used to indicate to a child that a learning task has been set which they **MUST complete either immediately or in the next lesson.**

➢ Children will use a <u>**purple pen**</u> to complete learning tasks or to indicate a **self or peer assessment activity (including editing and redrafting)**. Children should also use purple pens to **record what they have learnt from their mistakes** when reviewing tests (e.g. maths skills check) and end of term assessments.

## Foundation Stage and Year 1

Feedback in EYFS will reflect the key principles outlined above. The majority of feedback will be verbal however suitable adaptations need to be made for written feedback in literacy books in order to reflect the age of the children.

Writing targets are on display in the writing area which act as success criteria for written tasks. After a piece of written work is completed in literacy books, **feedback will be given verbally using pictorial symbols as prompts (see appendix 2).** These can be printed onto strips to tick with children and stuck into books or printed at the bottom of writing frames. This will then support children in working towards their next steps in the next piece of work. Learning tasks may also be completed in other areas of the Early Years environment e.g. sand tray, using chalk for mark making etc.

To facilitate an effective transition from EYFS, the same pictorial symbols will be used in the autumn term in Year 1 to provide written feedback for extended pieces of writing in English books. Teachers may continue to use these pictorial symbols after the autumn term (and in some cases in other year groups) when appropriate, in order to meet the needs of children with SEN or children who are in the early stages of learning English.
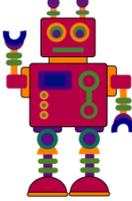
## Additional Resource Provision (ARP)

Marking should always reflect the needs of the learners. Adults working in our ARP will mark according to the principles of the marking policy but will make appropriate adaptations to meet the individual needs of the children. This will often include the use of 'Communication in Print'.

# Feedback Codes

| Code/Symbol | Meaning of Code |
|---|---|
| ✓  ✓C | Correct  You were able to correct your mistake. |
| X | Incorrect |
| ✓✓ | You have met the success criteria here |
| (VF) | Verbal feedback given  **KS2: Use a purple pen to write down the feedback the adult has given you.** |
| # | **You have a learning task to complete (use your purple pen)**  In maths – try to correct your mistake. |
| TTM (Talk to me) | Your teacher needs to explain something to you about your work. Your teacher will put a date next to this once you have spoken to them. |
| Sp.  • correction | Spelling mistake  Copy out the correct spelling three times. |
| ~~~~~~ | This sentence does not make sense. Write it out again. |
| // | New paragraph needed |
| ∧ | Add the word you have missed out. |
| Gr | Correct the grammatical mistake |
| Punc. | Check this sentence for punctuation. |
| Pride! | You need to improve the presentation of your work and/or your handwriting. Take pride in your work! |
| CTs | A teacher helped you to complete this work. |
| TAs | A teaching assistant helped you to complete this work. |
| ☺ | Smiley awarded for effort |

# Appendix 2 EYFS Written Feedback

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| Think of the sentence. | Count the words in the sentence. | Say the word. | Robot the word. | Write the first sound. | Write more sounds. |
| Read back your writing. | Use full stops. | Use capital letters. | Use finger spaces. | Handwriting | |