St. Paul's School, Chipperfield

"Love to learn; Learn to love."

Feedback Policy (Draft)

January 2019

Introduction

Purpose: The purpose of this policy is to describe our practice in Feedback and the principles upon which this is based.

Aim(s): The aims of Feedback to pupils at our school are to:
- help pupils make progress;
- provide strategies for pupils to improve;
- give pupils dedicated time to reflect upon their learning and put in effort to make improvements;
- correct mistakes;
- inform our planning and structure the next phase of learning;
- facilitate effective and realistic target setting for pupils and/or the teacher;
- encourage a dialogue to develop between pupil and teacher;
- encourage pupils to have a sense of pride in their work;
- encourage pupils to aim for high standards of presentation.

Wider school aims/ethos: Feedback can take different forms: verbal, peer, self and teacher marking. Effective teachers use a combination of these, choosing the best form as appropriate to the learning. The best feedback, whether it is written or verbal, will give pupils a clear sense of how they can improve, with them responding and making progress as a result. Feedback should also be delivered in the context of the Christian values of respect and perseverance.

This policy also aims to take into account the recommendations in the Government policy on reducing teacher workload (DfE updated Nov 2018).

Consultation: This policy has been developed in consultation with staff and pupils involving the following steps:

1. Staff consultation – staff were given the opportunity to review their practice in giving feedback (Spring, summer and autumn terms 2018).
2. Pupil voice (June 2018) shows that most pupils find immediate, verbal feedback to be the most effective. Some of the older pupils like to have the time to read and respond to teachers' comments in their own time; however, they also value an adult explaining with the opportunity for discussion and to ask questions. All pupils said that they valued being able to share and respond to each other's work, and this helped them with their own progression.

Sources and references:

Government policy on reducing teacher workload (DfE updated Nov 2018)

Procedures and practice:

- Feedback should be timely and respond to the needs of the individual pupil so that they can actively engage with the feedback;
- A dialogue, both verbal or written, should be created between the teacher or teaching assistant and pupil.
- Where appropriate, pupils should be encouraged to assess their own work against the learning objectives and success criteria;
- Peer and self-feedback is a valuable tool for learning that should occur regularly, and this develops and increases with age, but it needs to be well structured by the teacher;
- When marked books are returned to pupils it is essential to allow time for pupils to read the comments and engage with the feedback.
- Further information on written feedback can be found in the Appendix.

Type and frequency of verbal feedback

- This is the most frequent form of feedback;
- Research has shown this to be one of the most effective forms of feedback as it has immediacy and relevance as it leads to direct pupil action;
- Verbal feedback may well be directed to individuals or groups of pupils; these may or may not be formally planned.

Type and frequency of written feedback

- There are two types of written feedback: detailed and maintenance;
- The frequency of each type of written feedback will vary between year groups and subjects; see appendices for further information on written feedback;
- Some subjects that are more practical may well not have detailed written feedback;
- Detailed feedback will clearly identify the strengths and areas for improvement that pupils will then act upon (this may be in the form of 'Stars and wishes' etc.);
- Maintenance marking may identify specific issues such as key words, English and presentation issues; students should act upon these.

Type and frequency of peer feedback

- This is shown by research to be one of the most effective modes of feedback. Effective peer feedback is structured modelled by the teacher;
- Written peer feedback should be clearly titled and underlined as 'Peer Feedback' (or 'PF') and it should include the name of the pupil giving the feedback;
- Pupils need to be well trained over time to effectively peer assess one another, starting with verbal feedback with the youngest children and developing with written in addition as pupils get older.

Type and frequency of self-feedback

- As with peer feedback, students need an explicit and clear structure to identify their learning needs;
- Teachers should share success/assessment criteria where appropriate.

Foundation Stage

In the Foundation Stage, feedback is usually verbal and given immediately. Work may sometimes be annotated for assessment purposes.

Equal opportunities: Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation. We believe that this policy is in line with the Equality Act as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Teaching: Feedback is an important part of the teaching process and there will opportunities during a lesson, whether verbal or written.

Parent partnership: parents have the opportunity to see written feedback in classwork during parent consultation and at other points of the year. The feedback policy can be found on the school website.

Assessment: Feedback is an integral part of our assessment systems. Pupils responses are an important assessment tool and feedback is also to support improvements and progression.

Monitoring and review: Feedback will be reviewed by the SLT and subject leaders through observations, learning walks, work scrutiny and pupil voice.

Other documents and appendices: The Feedback policy should be read in conjunction with other policies and documentation:

- Teaching and Learning
- Curriculum policies

This policy will be reviewed in January 2021

Appendix to the Feedback Policy

Procedures for Written Feedback
- With developmental marking, specific success is to be written in green pen and pupils' work highlighted with green highlighter; areas for development or extension is to be written in red or pink
- All marking is to be done in a clear legible hand aligned to the school handwriting script.
- The marking code is to be followed (see below).
- The marking code should be accessible to all pupils in the learning environment.
- Pupil's responses to feedback should be written in purple.

In developmental marking:
- When identifying specific success, the respective work in the pupils' book (English or maths) will be identified in green highlighter. The corresponding comment will also be written in green.
- When identifying an area for specific improvement, the respective work in the pupils' book (English or maths) will be identified in pink or red pen or highlighter.
- There will be a maximum of 2 identified specific areas for both pink and green highlighting for each piece of work.
- Feedback comments must be constructed to require response by pupils, at an appropriate level of challenge, and such tasks must be completed by pupils.
- When developmentally marking writing, attention should be given to spelling, grammar and punctuation in line with the stage of development of the individual and strategies used to support their development. This will be done in line with the marking code. If a response is required for spelling, no more than 3 spelling corrections for a piece of work will be given.

Self-assessment
Pupils will traffic light their work against their learning objective accordingly:
- Red: 'I find this difficult'
- Amber: 'I can do this but need more help to feel confident'
- Green: ' I can understand and do this and it shows in my work'

If a learning objective refers to success criteria – for example key features of a text type or genre in English – then it is useful for this to be stuck into the exercise book so the child can self-assess against all aspects.

Peer Assessment
- Where peer assessment has been appropriately introduced, pupils will identify one positive aspect of work and suggest one area for improvement. The peer assessor's initials must be also left.

Responding to comments
- Pupil response to comments should be made in purple – so that it is clear they have been completed. If in KS1 or FS this is verbal, this can be recorded at such. Response should be made as soon as reasonably possible in order to support pupils effectively.
- Rewards: as adults in school we want to recognise good work with stickers, house points, smiley faces etc. However empty praise is as ineffective as empty criticism, therefore specific praise is preferred whenever possible to boost the confidence and self-esteem of our young learners.

Marking Codes

I	Worked independently
G	Guided work (group shared writing)
S	Supported work (1-1 or small group)
Initials	Working with adult other than class teacher or TA
VF	Verbal Feedback given
☺ ☆	Good work / Outstanding work
= in pink	Missing capital letter or punctuation
Green marking	Underlined or highlighted - Good work/words/phrases (positive comments)
Pink marking	Underlined or highlighted - Can you find a better word? (improvement needed)
?	Does this make sense?
M	Merit
Sp	Spelling support and practice
LO	Learning objective
→ LO	Working towards learning objective
LO✔	Learning objective met
LO✔✔	Learning objective met well
//	New paragraph needed
C	Conjunction would be useful
Purple pen	Children respond back/edit and make improvements

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