

Feedback Policy: Tenterfields Primary Academy

Aims:

We believe that feedback has a significant impact on children's progress, and we aim to ensure that all students experience the highest quality feedback at all times. We believe that there are three key elements to effective feedback:

- ***Pupil to Adult***
- ***Adult to Pupil***
- ***Pupil to Pupil***

We believe that feedback is effective when it is timely, frequent and acted upon. As a result, we aim to ensure that the vast majority of feedback takes place during lessons.

Pupil to Adult feedback: Responsive teaching

Initial planning:

Strong subject knowledge allows us to identify the problems that may arise in any given topic. In planning, these potential difficulties are preempted.

Whole class level:

By listening to verbal responses, through discussion and by looking at pupil's work, lessons are adapted so that concepts are re-explained, re-modelled or changed where necessary.

Individual level:

By observing, listening to, or working with individual children, strengths or misconceptions are identified.

In between lessons:

Whole class and individual interactions are reflected on and then used to inform the planning of the following lesson(s).

Adult to pupil feedback: Feed up, Feedback, Feed forward

Effective adult to pupil feedback should aim to address the three following questions*:

1. Where am I going? (*Feed up*)
2. How am I going? (*Feedback*)
3. Where to next? (*Feed forward*)

**John Hattie: Visible Learning*

Feed up:

Learning in the lesson(s) is shared with the children. When recording work in books, children write the lesson objective or title. This will be short, clear, underlined and dated.

Exemplar work (WAGOLL- What A Good One Looks Like) is shared with the children so that they are clear about the intended outcome of the learning. **WAGOLLs** are used to create success criteria that will inform both *feedback* and *feed forward*.

Feedback:

Adult to pupil feedback on a task can be given in a range of different ways and happens throughout the lesson.

Whole class level:

Children are given verbal feedback based on discussions (e.g. whole class/group discussion) and/or collective responses.

Individual level:

Children are given immediate feedback, as they work independently. This could include praising successful work, pointing out mistakes* or identifying (noticing) errors*.

The majority of this feedback will be verbal, written feedback -in black pen with **green** or **pink** highlighting – will be used where appropriate.

Feed forward:

Outside of the lesson:

Work is sampled and in some cases all books are viewed so that a clear picture is formed of next steps in learning. Whenever appropriate, work is identified to be used by the teacher as an example for critique during the following lesson, which could be done utilising the visualisers.

In writing, errors are identified and grouped to inform the type of support that will follow. If common errors are identified across the class, then the concept will be retaught as part of a **SMART start** in the following lesson. If a group of children have made the same or similar errors, they are identified and grouped for adult support.

*** Mistake – something that a child can do correctly but has not on this occasion – mistakes are pointed out verbally or with pen so that they can be corrected independently by the child.**

*** Error – an error occurs when a child has not mastered or misunderstood a question/concept. Errors will require remodelling or the exemplification of an aspect of the learning so that the child is clear and able to move forward.**

Next lesson: SMART starts/Thinking Time (TT)

SMART starts are set at the beginning of each lesson. They provide opportunities for children to review previous learning or to challenge them further. The aim of a SMART start is to engage all children as soon as a lesson begins. Appropriate tasks and challenges are then set to guide the children through a lesson.

Children are guided to reflect on their own work, and where appropriate, use self assessment to signal how they feel about their learning. Smiley face indicates that they feel confident with what they have learnt and they are ready for a challenge. Straight face indicates that they do not feel confident and they feel they require additional support or tasks to consolidate what they have learnt. Wobbly face indicates that they require a lot of additional support in order to understand what has been taught. This system can also be used at any point during the learning.

Children may also be given a thinking time activity which will support any gaps in their learning or help to address any misconceptions they may have from previous learning. Children who are identified (or who identify themselves) as needing teaching or re-teaching are supported by an adult where required. This may replace the SMART start for these children.

Whilst editing independently, children will use a red pen as it is linked to our redrafting and editing procedures.

Feedback

Feedback will be provided in many forms and staff will embrace all opportunities to ensure the learning is moving on at an appropriate pace. Feedback may be at a whole-class, small group, peer to peer level. The process may begin with a WAGOLL (What a good one looks like), misconception or sharing of ideas.

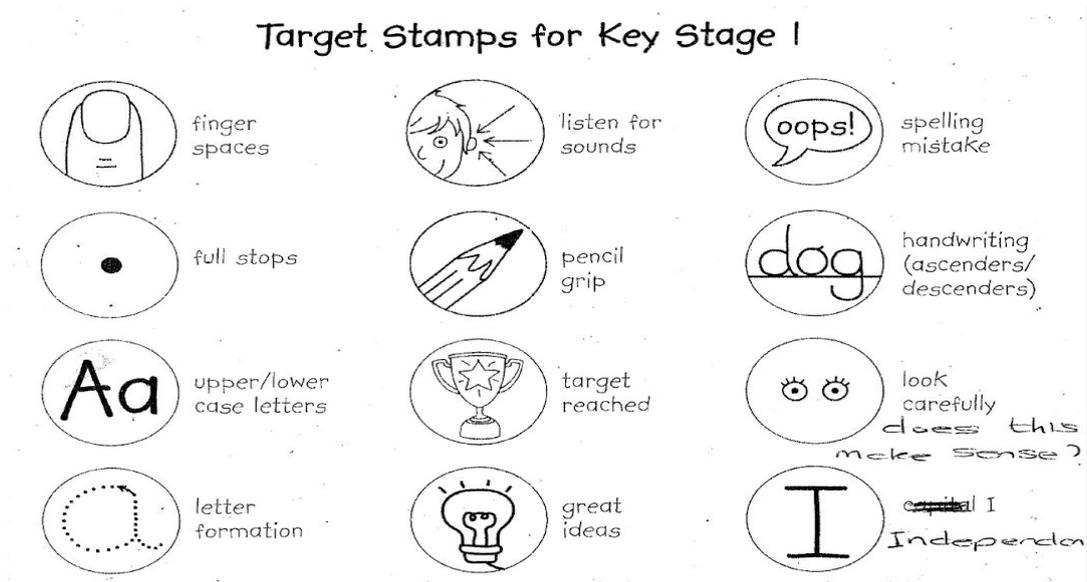
Success criteria can be used by children in the following ways:

- To support the sequencing of a process
- To self-check that identified features are used and present in their work
- To self-assess their work, reflecting on successes and areas for development
- To inform their feedback of the work of other pupils

Symbols used in marking:

KS1

Year 1



Year 2/ KS2

VF = recorded when verbal feedback has been given. This provides an opportunity to show where a teacher has 'checked-in' with a pupil's learning.

Aa = Capital letters.

P = Check your punctuation.

Sp = Check your spelling.

I = Independent (Can be used following intervention or for specific groups for a purpose).

WS = With support, when a pupil has intervention to support their learning.

TT/Challenge = Thinking Time/Challenges.

Learning Objectives/Titles are **highlighted green** to show that a child has met the lesson objective.

Work that is **highlighted green** highlights to children something that they have done well.

Work that is **highlighted pink** identifies elements that children need to refer back to or to edit.

Self-Assessment Faces = Smiley Face, Straight Facem Wobbly Face, used where appropriate. This may not be every lesson, but at the end of a sequence.

PA = Peer-Assessment.

Self-Marked = Children will tick/mark in blue pen or pencil.



Reward Systems:

1DJ = Dojo points will be awarded to reward effort, knowledge, understanding and progress.

ASPIRE Stickers = Stickers will be awarded based upon the behaviour shown e.g: active, positive, effort.

Spelling:

Teaching staff will identify mistakes made with **age appropriate** words and words with phonemes that have been taught. **Not all spelling mistakes will be identified** – teachers will judge appropriateness and feedback accordingly.

Presentation:

Feedback will aim to encourage high standards of presentation. Work will be redrafted to ensure excellent outcomes across the curriculum.

Parents will be given the opportunity to look at their children's learning journeys at parents' evenings and/or during parent "**pop-in**" sessions and in celebration events such as **Praise Assemblies**.

Appendix 1

The date, title or learning objective should be written in each book for each new activity. Where it is felt that the learning objective or title could be printed and stuck in, then this is acceptable. Children can stick in their learning objective/title or write it.

If only the learning objective or title is highlighted to show it has been achieved on some work, this is acceptable to demonstrate learning/progress.

Work must be initiated by the member of staff, unless it is the class teacher.

Maths

In all year groups, pre and post assessment tasks are clearly identified through the use of tabbing.

KS1 Maths:

The objectives are highlighted green, as they are achieved e.g:

To count to 10 using counters to help me.

Target stamps (Year 1) are used and highlighted green to indicate achievement of relevant skills.

KS2 Maths:

As with all 'in-lesson' feedback, mistakes are pointed out and errors identified. Wherever possible, the children should have access to answers so that they are able to mark their own work, identifying questions answered correctly or incorrectly.

KS1 and KS2 Writing:

The children begin lessons with a SMART start and/or **Thinking Time** which is highlighted in pink. WAGOLs and success criteria may be provided or created to support children's writing. **Editing or redrafting** is completed by children or their peers in red pen. The drafted piece of work will first be completed on green editing paper (editing on the run). Adults may be deployed with specific children or groups to support this process (These children will have been identified and grouped before the lesson starts).

Independent/published/final pieces of written work will be tabbed in written books.

Following the lesson, books are sampled to:

- Inform next steps
- Inform the type of thinking time tasks required
- Identify children or groups that may need adult support

The next lesson will begin with a SMART start or **Thinking Time**. If necessary, a WAGOLL is shown to the children and discussed. Following this, the children then select from differentiated tasks and challenges which are based on their performance in the previous lesson.

References:

Tharby A. & Allison. (2015) *Making every lesson count*. Crown House Publishing.

Hattie, J. (2011) *Visible Learning*. Routledge.

EEF. (2016) *A marked improvement? A review of the evidence on written marking* Oxford University Department of Education.