



Feedback Policy 2017

This policy forms part of a whole school policy for learning and teaching. It has direct links with planning and assessment including the school's commitment to Assessment for Learning. Practice detailed in the policy is also instrumental in the achievement of the school's aims and values. This policy is linked most closely to the achievement of the following school aims:

Aims and values

This Policy relates directly to the following whole school aims and values that have been agreed by all stakeholders:

Violet Way Vision and Values

“REACH FOR THE STARS”

Our Aim:

- Total commitment to enabling every learner to reach their potential
- Inspirational and challenging experiences for every child in a personalised context
- Opportunities for children to develop their individual strengths and interests
- Fostering of positive attitudes, independence and enthusiasm for learning
- An emphasis on consideration for others, politeness and tolerance
- Recognition of the value of partnerships between home and the community
- Provisions of a stimulating, caring, safe and efficiently run environment in which to work and play

Rationale

If learners are to develop as independent learners with an awareness of their own strengths as well as areas for development, it is essential that:

- They are made aware of TBQ of learning/tasks/lessons and of the Steps to Success against which their work will be marked/assessed. *‘This is what you are going to learn and this is how I will be marking it.’*
- The learning needs of individual learners are understood and work is matched and marked appropriately.
- Their work is marked in such a way that achievement is acknowledged and teaching points are highlighted.
- Where appropriate marking/feedback is linked directly to TBQ

Purposes - reasons for marking/feedback

- To recognise, encourage and reward learner's effort and achievement.
- To celebrate success.
- To provide a dialogue between teacher and learner and clear, appropriate feedback about strengths and areas for development.
- To improve a learner's confidence in reviewing their own work and setting future targets, by indicating the 'next steps' in learning.
- To indicate how a piece of work could be improved against steps to success.
- To assist learners in developing an awareness of the standards they need to reach in order to achieve their Age Related Expectations as prescribed by NC2014 Key Performance Indicators at the end of Key Stages.
- To identify learners who need additional support/more challenging work and to identify the nature of the support/challenges needed.
- To provide evidence of assessments made and help moderate the interpretation of learning intentions and achievements related to ARE.
- To involve parents in reviewing their child's progress and to assist in reporting to parents.
- To aid curriculum planning.

Marking should be positive, clear and appropriate in its purpose - it needs to offer benefits to staff and learners and the outcomes need to be fed back into the planning.

A whole school approach to feedback

Marking methods should be:

- Consistent across the school
- Consistently applied by all those working with learners in school, including supply teachers and support staff

Comments:

- Should refer to the learning intention of the task and the steps to success.
- May form the basis of a discussion between the teacher and learner.
- May be oral or written, formal or informal.
- May be given on a group or individual basis.

(Note: Research has shown that immediate feedback is the most effective and is therefore more likely to be oral than written.)

Oral feedback ...refer to appendix

... is most powerful and has maximum impact when pointing out successes and improvement needs against the learning intentions. Written reflections can pull down the quality of articulation of the learning. The quality of the thinking can be higher if it is oral.

... is usually interactive and developmental. It may give reassurance or a quick check on progress. The effect of teacher comments will be seen in a learner's response in moving on to the next learning step.

... may be in the form of a learning conference or review.

Written feedback should be:

- Legible and clear in meaning
- Developmental, i.e. learners find out how they are getting on and what the next learning step will be.

It is a wasted effort if learners aren't informed by written feedback and can't progress as a result of it.

Care must be taken to ensure that learners are able to:

- **Read** written comments.
- **Understand** comments.
- Have **time** to read marking, initial comments and respond
- Apply feedback to future work

Marking methods/practice

The following is expected of all staff and is common practice in the school (i.e. is evident on a daily/weekly basis):

- **Wherever possible, marking takes place with the learner,**
- **Time is built into lessons/activity sessions for learners to reflect on marking and to respond to it.**
- **The Big Question is regularly used as titles for work and Steps To Success is shared with pupils.**
- **Marking is against The Big Question and Steps To Success.**
- **Periodically lesson time is given over to learners to review their learning targets.**
- **Spelling corrections** are normally limited to words the child should know.
- **All 'coding'** is consistent across the whole school.(ref appendix)
- Developmental comments are followed by a suggestion or reminder for improvement in the next piece of work.
- **We appreciate that use of a learner's name** in a comment personalises it.
- **Sharing work with the whole class or with a focus group (Should not solely replace the plenary)**
- **Self-marking/evaluation and peer-assessment** against shared Big Question/Steps To Success empower a learner to realise his/her own learning needs and to have control over future areas for improvement.
- **Self- and peer-assessment** is a feature of feedback.
- **Pupils record 'next steps'** or future targets based on their self- and/or peer-assessment in their books.
- Comments are **learner-friendly**.
- **Care is taken not to 'spoil' pupil work** by writing over it.
- **Pupils highlight in their work the evidence to show that they have met the success criteria** e.g. coloured lines beneath written work OR **give examples** to show how they have met the TBQ/STS.
- **Opportunities to use 'response' or 'talk' partners** is exploited during lessons e.g. "look at your work with a partner, *find (an aspect linked to success criteria)* and underline it, share this with the group, now share it with the class".
- **Pupils use purple pens to edit, improve or correct** their work. Also to **respond** to any marking.

As a learning school practice is continually being developed and shared among colleagues.

In celebrating achievement, we recognise that:

- Self-esteem is the most important factor in being a successful learner.
- High teacher expectations are vital and fulfilled where measures to develop self-esteem are employed.
- All achievements are linked as each builds further confidence towards future goals.
- Links between achievements should be made explicit to learners.
- Learners should see learning as a continuum which, given time, anyone can master.
- Developing an ethos where being able to readily identify achievements and proud moments is essential.
- Presenting difficulties in learning is a necessary and exciting aspect of new learning. When this is communicated to learners, it leads to greater confidence and self-efficacy.
- Celebration should be rewarded with Merit Award, Head Teacher's Awards and other incentives.

Roles and expectations

The role of leaders and managers in the context of this policy is to:

- Implement change and support effective practice.
- Lead by example and motivate staff.
- Recognise the role of feedback in raising learners' expectations and attainment.
- Monitor and evaluate the effectiveness of this policy.
- Provide feedback and support to staff.

The role of Governors in the context of this policy is to:

- Agree and review the Feedback Policy on a regular basis.
- Question the Headteacher and others to ensure that the Policy is implemented and impacts positively on learning and progress.

The role of curriculum leaders in the context of this policy is to:

- Ensure this policy is adapted and applied within the context of their subject area. Over time, all curriculum policies will be updated to include a section on 'Feedback'.
- Ensure good practice in 'Feedback' is promoted and discussed.
- Monitor and evaluate the impact of 'Feedback' on pupil progress in their subject area.

The role of teachers in the context of this policy is to:

- Implement the Methods/Practice outlined.
- Work towards implementing 'best practice'.
- Promote a classroom ethos that values the views of pupils.
- Involve pupils at all stages in their learning and give them opportunity to take responsibility.
- Find out what pupils already know before starting a new topic by making links between prior learning and the new learning.

- Frame clear learning intentions which are accessible to all pupils.
- Share The Big Question and Steps To Success for successful learning.
- Explain, model or engage pupils in conversation about what makes good quality work.
- Encourage pupils to identify aspects of their work that they find easy or difficult.
- Recognise that mistakes are an important part of learning and an opportunity to take learning further.
- Develop peer- and self-assessment.
- Use effective marking and feedback.
- Share practice with others and be prepared to trial new ideas and implement changes which are in the spirit of this policy.
- Support learners in meeting the requirements of their role detailed below.

The role of learners (age-appropriate and related to ARE) in the context of this policy is to:

- Know **what** they are learning, **why** they are learning it and **how** they are expected to do the learning.
- Be able to explain what they are learning and talk about what a successful outcome will look like.
- Identify aspects of their work which they find easy or difficult.
- Contribute to developing Steps To Success.
- Identify successes and next steps in their own work and that of their peers.
- Use feedback from a teacher or peer to make improvements in their own work.
- Monitor their own work against the Steps To Success and know that they are making progress.
- Identify an aspect of their work that could become a personal learning target.
- Discuss their learning targets and the progress they are making.

Monitoring & evaluation

'Feedback' and its impact on learning forms part of the school's regular review of practice. The following monitoring strategies are employed as part of an annual cycle:

- Lesson observations
- Learning Walks
- Book Looks
- Pupil conferencing/discussions

These activities are carried out by Leaders and Subject Leaders. A report is then compiled indicating good practice and areas for development. This is shared with Governors and staff. Any areas for development form part of the School Improvement Plan which is compiled on an annual basis.

APPENDIX

Basic Principles

Marking should be a positive response to children's work and the lesson's TBQ. It should **recognise achievement and effort**. To **support learning** and encourage children to value **developmental** feedback this policy must be applied consistency throughout the school. Marking should give support and encouragement to **all** pupils. Marking must be **appropriate to The Big Question**- and the pupils should be aware of the Steps To Success involved. i.e. the main focus of the teacher's marking for a piece of work.

Purpose

- Marking is an effective way of providing feedback and is an essential part of the learning process as such is one important way of informing children of teacher satisfaction and expectations and about the next steps in their unique learning journey.
- Marking is an effective way of keeping the child focused on agreed targets.
- Marking can be the path through which a child makes sense of the curriculum.

Implementation

- Marking should be done in a contrasting colour of the child's writing.
- Where possible work should be marked with the child concerned (Guided group work etc).
- Marking should be handed back quickly to encourage discussion of the work.
- All work should be marked before the next piece of work is started.
- Supply teachers should mark all set work, return it to class teachers and initial work.
- Supply teachers should mark work following the feedback policy and guidelines.
- Targets and comments should be written in an appropriate language for the individual child's age and ability.
- Longer-term targets should be agreed with the child and written on the front inside cover of the child's book so that the child has sight of them while working.
- Comments should be constructive and developmental. Children are expected to respond to comments or further questions.
- Where appropriate children should be encouraged to mark their own/group work to encourage self-assessment and reinforce learning.
- Spelling corrections should be recorded in a spelling log at the back of the child's book.

This will be used as a source of spellings for individual tests at regular intervals.

VIOLET WAY ACADEMY

REACH FOR THE STARS

~ KS1 Marking and Feedback Policy ~

TBQ/STS

TBQ ✓✓

TBQ ✓

TBQ ?

The Big Question/Steps To Success

TBQ achieved

TBQ partially achieved

TBQ not achieved

Green pen

Purple pen

Used for good examples of TBQ/STS

Weakness / development point



Green star then symbols in English to show achievement

Purple arrow to show next steps and how to move forward

V

AF

S

I

Verbal feedback given

Adult focus

Supply

Independent

What does the writing on my work mean?

Green pen shows the parts of my work that are great

Purple pen shows the things I need to practise

This is what these symbols on my writing mean. If in green they mean I am good at it but if they are in purple they show what I need to improve.

cl

capital letters

.

full stops

ls

letter sounds

?!,

punctuation

h

handwriting

sp

spelling

—

write on the line



finger spaces

VIOLET WAY ACADEMY

REACH FOR THE STARS

~ EYFS Marking and Feedback Policy ~

TBQ/STS

TBQ ✓✓

TBQ ✓

TBQ ?

Green pen

Purple pen



PSED, **CL**, **PD**,

L, **M**, **UW**, **EAD**

22-36/ 30-50/40-60

V

AF

I

S

WC

The Big Question/Steps To Success

TBQ achieved

TBQ partially achieved

TBQ not achieved

Used for good examples of TBQ/STS

Weakness / development point

Green star then symbols in English to show achievement

Purple arrow to show next steps and how to move forward

Area of development

Age band

Verbal feedback given

Adult focus

Independent

Supply

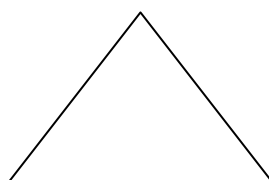
Word Card

What does the writing on my work mean?

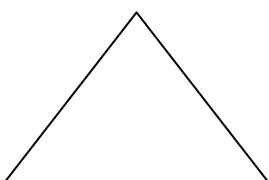
Green pen shows the parts of my work that are great

Purple pen shows the things I need to practise

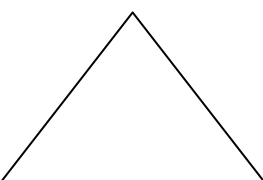
This is what these symbols on my writing mean. If in green they mean I am good at it but if they are in purple they show what I need to improve.



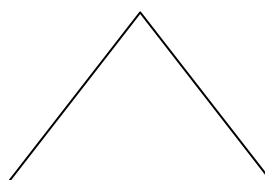
capital letters



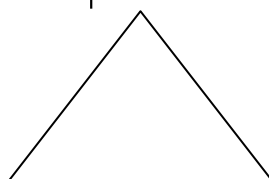
full stops



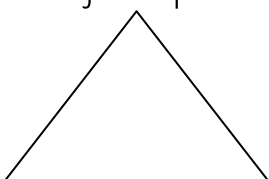
letter sounds



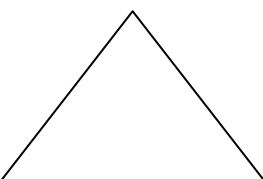
punctuation



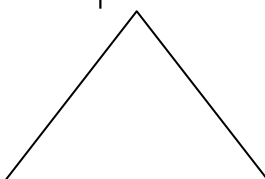
handwriting



spelling



write on the line



finger spaces