Upper Beeding Primary School

Feedback Policy

September 2017

Aims and Objectives
- To encourage pupils to raise their achievement and to develop their self esteem by giving feedback that is principally positive in nature.
- To make pupils aware of the next steps in their learning
- To celebrate success
- To ensure consistency of practice
- To assess and identify misconceptions and specific areas of learning where children need help which can then inform our planning.
- To ensure there is a learning dialogue to further their individual progress and development

What is meant by Feedback?

After a whole staff discussion it was agreed by all the following definition of feedback:
"Feedback is an oral and/or written response to a child's work with the aim of developing their learning and celebrating success."

What types of "feedback" are there?
Verbal feedback
Peer feedback
Self assessment
Written feedback

Feedback on the children's work is essential; it can be given during a piece of writing or after completion; it can be given to individuals, groups of children or to a whole class and should be given as soon as possible; and where appropriate it must be linked to pupil learning intentions and targets specific to the particular task given.

Verbal Feedback
It is recognised that effective teaching and learning involves class, group and individual verbal feedback throughout each lesson and that this is vital. It is also the most effective when it occurs during or as soon as possible after a piece of work is completed. Consequently verbal feedback is a vital and valuable tool.

Therefore verbal feedback on the children's work:
- Should be immediate as possible
- Should praise success
- Motivating
- Specific, differentiated, focussed and constructive
- Should encourage self analysis
- Be a two way process
- Be inclusive depending on children's needs and developmental stage
- Encourage children to build on their own learning

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Peer Feedback

Pupils will be encouraged to be aware of how well they are doing in their work through peer assessment tools and models. We recognise that assessment of work is a skill which pupils will need to be taught and this will need to be modelled by the teacher using examples of work with the whole class.

Peer feedback should be:
- Beneficial to all parties involved
- Motivating
- Develop and extend the learning process
- Have a clear and specific focus
- Use appropriate vocabulary
- Modelled so vocabulary and expectation links to learning
- Preserves self-esteem of all involved

An example that could be used is "Two stars and a wish". This is when a child evaluates another pupil's work through commenting on two things that are good and one suggestion about what could be improved. This model may vary according to the age of the pupils but the emphasis should be on the positive. E.g. I like…. Next time try….

Self Assessment

Pupils will also be encouraged to be aware of how well they are doing in their work through self assessment tools and models. The whole school uses:

- Traffic Light coding -
  Green = understood
  Orange = understood fairly well but would like more practice
  Red = need further work and/or support to understand this

- Thumbs Up -
  Thumbs up = understood
  Thumbs horizontal = understood fairly well but would like more practice
  Thumbs down = need further work and/or support to understand this

- Faces -
  Smiley face = understood
  Straight face = understood fairly well but would like more practice
  Sad face = need further work and/or support to understand this

We recognise that self assessment:
- improves self esteem
- Needs to be taught / modelled
- Needs teacher acknowledgement
- Time allowed for it and a response to it
- Sets high expectations

End of term assessment

At the end of the Autumn and Spring term pupils, teachers and parents review and comment on all their work from the term. Pupils comment on what they have enjoyed about the work, where they feel they

have improved and what they have learnt. Teachers also comment on the work and peer review takes place. The topic book and the review go home to parents/carers for their comments. This is then kept at school for two further terms as a record of achievement.

Written Feedback
We recognise that written feedback celebrates success and also reinforces and reminds pupils of areas for development and targets. It supports verbal feedback as well as allowing the teacher to make judgements on learning, which will then be reflected in short and medium term planning.

As a staff we agreed that:
- The work should be marked with regard to the learning objective, which is reflected in the title of the work,
- Comments should be focussed on specific achievements and areas for development leading to a learning dialogue when appropriate
- This type of focussed marking needs to be manageable and productive
- Comments could also reflect if a child is working towards their own personal target
- Comments may be included that recognise a wider audience than just the pupil, e.g. unaided, first draft.
- Time is built into lessons to ensure effective response or action to feedback
- A comment could reflect the colour coding by the child and teacher especially if a difference
- At KS1 children will write their name by teacher comment to show that they have either read it or had it read to them and discussed and responded to
- At KS2 children will initial the comments to acknowledge that they have read and responded to the comment

See Appendix for examples of possible marking comments.

Focussed Marking – on some written work the teacher may focus marking on a particular aspect of the pupil's work e.g. punctuation, and therefore will not correct every other type of error. The focus will be indicated by the title where appropriate, which reflects the learning intention.

Marking of Written Work
Pupils' work will be marked following the marking codes appropriate to the age of the child. See Appendix for Marking Code. The marking code has been developed by the whole staff and can be seen in every classroom.

Pupils should be introduced to and be familiar with the coding and, when appropriate, should be encouraged to use it themselves when involved in self-correcting their work.

Layout of Written Work
All written work should have a date and a title linked to the Learning Intention. In Foundation/early KS1 and if needed developmentally this may be written by an adult or on a sticker but by the end of Y2 most pupils will be expected to write the full date in words (in numbers for maths only) and to underline the title with a ruler for written work. It is also expected that by the end of Y2 most pupils will be able to use a line guide.

We aim for all pupils to be writing in black pen by the end of LKS2. (The only exception is Maths where all work is done in pencil). We celebrate the achievement of writing with pens through allocation of Pen Licenses in assembly. Our expectation is most children will have achieved these before they go into Year 5. We encourage the use of ball point pens (not biro's).

Marking of Maths

We recognise that feedback in maths is very important and that it takes place in every Maths lesson as it enables the pupils and teachers to know the areas that still need developing and to celebrate the achievements.

We believe that pupil's work should be marked daily to ensure both the pupil and teacher will have a clear idea of the progress they are making.

Pupils' work will be marked using a variety of the following strategies appropriate to the age of the child:

Ticks = to indicate correct (this could be done either by teacher or pupil)

- = check again

 X = incorrect work**.** Strings of crosses are avoided and the pupil's misconceptions will be addressed as soon as possible

? = marker doesn't understand

When appropriate written comments to celebrate and/or challenge children's learning. On the school Intranet is a bank of support statements, questions and ideas to support feedback and learning dialogue between children and adults.

Layout of Written Maths Key Stage 2
- Short date should be written and underlined
- Title of piece of work should be the learning intention for the lesson. The wording should be appropriate to the ability of the child, eg key words used instead of whole sentence. (This links directly to the marking of the work.)
- Title underlined using a ruler
- All work to be done in pencil
- Question numbers are set apart from number work
- All children will work in square papered maths books

Layout of Written Maths Key Stage 1
- L.O and date are represented on a sticker
- A new page is started for each piece of work
- Where appropriate children should write short date
- All work to be done in pencil
- Title underlined using a ruler by end of KS1

Pupils Response to Feedback and Marking

As a staff we recognise that pupils need time to reflect on feedback that they have been given as well as opportunities to respond to that feedback. Therefore, appropriate time will be given to this.

Other letters to support recognition of feedback for all marking:
V – verbal
I – independent work
S – supported
S.I – Self-Initiated

Reviewed, Adopted and Ratified by:
Staff   September 2017
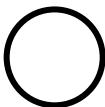Governing Body   October 2017
Date for Review   September 2019

UBPS MARKING CODE – KS2

◯	WRONG CASE
‾sp	SPELLING MISTAKE
p	MISSING OR INCORRECT PUNCTUATION
∧	MISSING WORD OR LETTER
//	NEW PARAGRAPH
∗	ADD MORE HERE
~	IMPROVE SENTENCE / WORD
~~A neat line through a mistake~~	A MISTAKE
R or an A	A Response or Action needed
Ⓥ	Verbal Feedback
Ⓘ	Independent Work
Ⓢ	Supported Work
ⓈⒾ	Self-Initiated

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UBPS MARKING CODE – KS1

◯	CAPITAL LETTER
——	SPELLING MISTAKE
∧	MISSING WORD OR LETTER
⟶	LOOK AND RESPOND
Ⓥ	Verbal Feedback
Ⓘ	Independent Work
Ⓢ	Supported Work
SI	Self-Initiated
🚦	Colour code your work!