



Deepdale Community Primary School

Feedback, Review and Improvement Policy



This policy complements the Teaching and Learning policy at Deepdale Community Primary School. It is a vital component in maximising the full learning potential of all our pupils.

What is feedback?

We acknowledge that feedback comes in a variety of forms and should be a regular and robust part of every lesson. All feedback should have a positive tone. It should be specific, clear and appropriate in its purpose. The best feedback, whether it is written or verbal, will give pupils a clear sense of how they can improve, with pupils responding and making progress as a result.

Principles

- In classes, we will develop a culture of review and improvement throughout the whole lesson. We believe that the best feedback is immediate and during the lesson.
- Wherever possible, children should be involved in feedback practices encouraging a dialogue for learning between children and adults
- All adults working with children should give feedback on their learning
- The manner in which feedback is given should reflect the positive, but rigorous, learning culture of the school
- Feedback is predominantly oral but may be written if the teacher deems that this is purposeful and will have a positive impact on learning
- Feedback identifies where children have been successful in their learning and highlights areas for improvement or extra challenge
- Feedback will promote high expectations and engagement in learning.

Feedback in the AFL Cycle

To maximise the impact of feedback it must be embedded in effective assessment for learning:

- Children, and all adults in the classroom, must be clear about the learning taking place and the expected outcomes
- Skilful questioning is used to explore children's' understanding of the learning taking place; identify misconceptions; challenge and develop thinking, learning and understanding and thus provide opportunities for adults to give well-directed feedback during the lesson.
- When monitoring the room, adults respond to ongoing assessment during the lesson offering support or challenge where necessary.
- When and where appropriate, plenaries/learning pit stops give feedback to individuals/groups/whole class and address misconceptions; provide opportunities for extra challenge; allow children to reflect on their learning and make improvements during the lesson and over time.
- Effective self and peer assessment allows children to reflect on progress in their learning – identifying areas of success and opportunities for improvement (see Appendix A)

Types of Feedback

Verbal feedback

- This is the most frequent form of feedback
- It is immediate and leads to direct pupil action
- It may be directed to individuals or groups of pupils and will be based on effective assessment for learning

Peer Feedback

- Effective peer feedback is rigorously structured and modelled by the teacher
- Pupils need to be well trained over time to effectively peer assess one another. This process will be led by the teachers
(See Appendix A)

Self-Assessment

- Similar to peer feedback, pupils need an explicit and clear structure to identify their learning needs
- Teachers should support with uncovering the success in learning were appropriate

Written Feedback

- Written feedback will only be used when the teacher determines it is the most effective form of feedback for the lesson
- It will be the least frequently used form of feedback
- Written feedback will model all aspects of our handwriting expectations

Subject Specific Feedback

Writing

We consider focused conversations between teacher and child as the best way of improving writing. Conferences about writing are built into lessons as much as possible. These celebrate the successes and highlight improvements that are required. Children and adults are constantly reviewing and improving writing throughout lessons. Children use their purple pens frequently to 'polish' and improve their sentences.

Maths

Children need to know if their calculations/problems are correct or not and for this reason all will be marked with either a tick if it is correct or a dot if it needs to be re-looked at. This is best done in lessons *with* the children or *by* the children using self and peer assessment (this may be done individually, as a group or as a class). They will correct their mistakes with a 'purple polishing pen' and misconceptions will be discussed.

The NCETM guidance is as follows:

It is important for teachers to distinguish between a pupil's simple slip and an error that reflects a lack of understanding:

- For slips, it is often enough to simply indicate where each slip occurs (*at Deepdale this is 'a dot'*), particularly when the teacher's/school's approach is to encourage pupils to correct them;
- If errors demonstrate lack of understanding, the teacher may decide to take alternative courses of action. For instance, with a small number of pupils, the teacher may arrange same-day intervention (*at Deepdale this may be a verbal discussion within the lesson or same day intervention*)

As part of the review and improvement process in Maths, when our children are succeeding in lessons they will be challenged further during the lesson by being presented with different calculations and problems that develop mastery. This may be individually, as a group or as a class. This will be reviewed throughout the lesson through interplennaries and discussion.

Reading and the Wider Curriculum

Children's learning in other subjects will be acknowledgment marked and verbal feedback given.

Spelling Across all Subjects

High frequency words, common exception words and spelling patterns that have been taught should be corrected according to the standard of attainment that the child is working at, which will be age related expectations for most children. Children will be asked to correct no more than three misspelt words, writing the correct spelling three times using their purple polishing pens.

In topic work, technical language should be corrected when it is not spelt correctly.

In all subjects, children will be given time to respond to any improvement conversation's/comments in their learning.' Fix it times' and 'catch up keep up' times will be built into lessons as and when is appropriate.

Review:

This policy was written in December 2015 and will be reviewed in December 2017.

This policy was reviewed in September 2017 and will next be reviewed in September 2019

This policy was reviewed in September 2019 and will next be reviewed in September 2021

This policy was reviewed in September 2020

Appendix A:

Self & Peer Assessment Prompts

These prompts could be modelled, taught and may be displayed in the classroom or on table cards until the children are confident in using them:

I liked

I learned...

I think I will...

I never knew...

I discovered...

I was surprised...

I still wonder...

I have learnt....

Next time I could.....

I now know.....

I found..... difficult because.....

I solved..... by.....

The best example of is

I like the way you.....

..... is effective because.....

You could make your learning better by

Have you thought about.....?

Next time you could.....

Peer Assessment Guidelines

- Partners should be similar ability
- Agree rules: respect, listen...
- Explain & model the process with the whole class
- Compare & contrast two pieces of work
- Author reads to editor
- Begin with a positive comment
- Comments should be relate to the focus of the lesson
- Author adds notes and changes work

Peer Assessment Agreement

- **Respect** our partner's learning
- **Find the positives first**
- **Improve** things that are the focus of the lesson.
- **Have high expectations**
- **Listen** to our partner's advice
- **Discuss critically**

Appendix B

Appendix – Covid 19 Amendments September 2020

- If any small group or 1:1 feedback is given by adults, staff will adhere to social distancing where possible. Feedback will not be, as much as possible, face to face and alternatively the adult will remain behind the child if they are seated. Staff should minimise time spent within 1 metre of children
- Monitoring the room: can take place but adhering to social distancing guidelines where possible and when giving feedback to children following the guidance above.
- Learning pit stops/plenaries to be delivered from the front of the class or safely following social distancing as much as possible, limited face to face contact and minimising the time spent within 1 metre.
- Visualizers to be used regularly as this is an effective way of giving feedback to a large group 'safely'
- Self-assessment will remain the main form of feedback and marking - the new normal
- Peer assessment can now take place as in the majority of cases two children will be sat together at one desk. As is recommended, this does not involve the swapping of books. The 'author' is in charge of their own belongings. No sharing of resources.