St. Bridget's Primary School, Parton.
Feedback Policy
2022-23

St. Bridget's Primary School is committed to improving the progress and attainment of all pupils. We aim to provide constructive feedback to children focusing on success and improvement needs against learning challenges (WALT), success criteria and specific needs of the pupils such as emergency targets and IEP targets. This enables children to become reflective learners and helps them to make progress. It also enables teachers to use the assessment to inform their future planning so lessons and activities are targeted to children's needs.

Pupils, parents, staff, governors and the community have a duty to help support the embedding of the school's Christian values and ethos. These are:

- Friendship
- Koinonia
- Creation
- Love
- Trust
- Justice

These values are demonstrated through the feedback policy in the following ways:

Friendship
-Adults and children will ensure that others feel safe when feedback is shared in a whole class context as well as during peer marking and improvement opportunities.

Koinonia
-Adults will ensure children are supported as a partnership and community by ensuring feedback is provided and time provided for pupils to improve their work further and that misconceptions are addressed.
- Children will support others through peer activities to edit and improve their work.

Creation
-Children have the right to having access to high quality feedback which will ensure they make progress.
-Adults will always look to praise positives and celebrate successes in work. Work will be shared with others in a variety of ways.

Love
-Adults will follow the policy to ensure that children are treated fairly and consistently and that the system is transparent and understood by all involved.
-Adults should respect children's work and ensure that highlighting and written feedback is neat and legible. Next steps will be constructive and clear.
-Teachers' workload is considered by making sure that feedback is meaningful and a valuable use of time.
-Pupils are aware of others feelings when providing feedback to peers.

Trust
-Children will be encouraged and supported to keep trying to improve their work even when this is challenging.
- Children will see the process as a positive approach to improving their learning.
-Pupils will feel safe to learn from mistakes made.
-Adults and pupils will treat others learning outcomes with respect and be aware of others feelings.

Justice
-Children will feel that the feedback provided is fair both for themselves as well as others.

When we give feedback

The majority of feedback should be given to pupils during the lesson. Any work completed after feedback in the lesson will be marked after the lesson and a written response will be provided if required.

After all lesson, the teacher will highlight the learning challenge to identify whether the pupils have fully achieved the WALT, partially achieved the WALT or not achieved the WALT.

Fully achieved- the whole WALT is highlighted in green highlighter
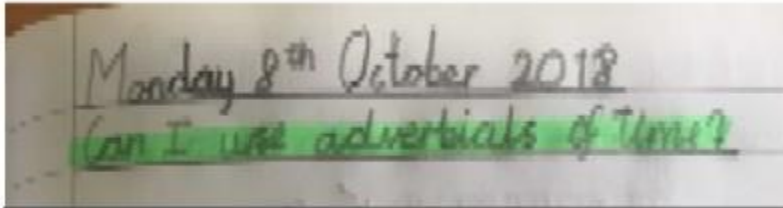
Partially achieved - If some responses are incorrect, or there is not enough evidence to show that the challenge has been fully met, half the learning challenge is highlighted in green highlighter
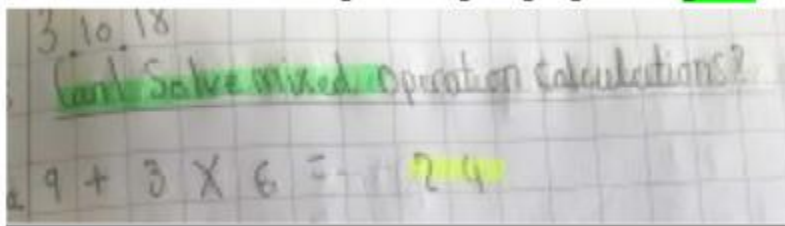
Not achieved- a dot is highlighted next to the learning challenge in green highlighter - If the learning challenge is not achieved, the pupil will need additional adult support.
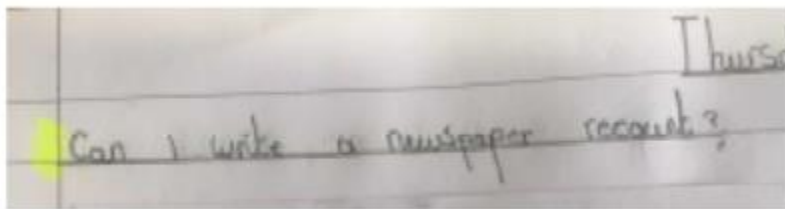
Add in picture with green dot when one available – rather than the yellow dot.

In whole class reading a wALT is not recorded and therefore at the end of each session the teacher highlights the date in green to identify whether the focus of the reading session was fully met (Whole date), partially met (half date) or not met at all (dot next to date)

Type of Response

A response to a child's work or their learning behaviours can be:
- Written
- Oral
- Demonstrative

There are also occasions when the response is a combination of all of these types of responses.

Responses may be personal – made by a teacher, a child (self – purple pen if written or peer) or a parent. Responses may be collaborative – made by a teacher and child, a group of children or by a parent and child together.

Written Responses

Written responses are used mainly for children's recorded work. Written responses may be in books, on loose sheets, in topic files or on separate pieces of work. These responses are related predominately to the WALT or linked to the success criteria, emergency targets and age-related expectations as well as IEP targets and presentation expectations.

The majority of feedback should be given to pupils during the lesson to have maximum impact on progress. This is known as live marking.

English and Foundation Subjects Feedback

- Class teachers will use highlighters (green and yellow) to give feedback and children will use purple pen to edit, respond to the teacher. Green pens are used for self and peer editing.
- Teachers and LSAs should move systematically around the classroom to ensure that all pupils receive feedback.
- There is no need to write 'verbal feedback' or 'VF' as the highlighter is sufficient evidence of teacher feedback.
- Green highlighter is used by teachers to show specifically where the pupil has met the learning challenge. For example, in an English lesson about subordinating conjunctions, the correct use of these would be highlighted in the session. A Geography lesson identifying countries on a map teachers could indicate the correct location by highlighting the name of the country in the key.
- Yellow highlighter is used to give feedback on next steps in the lesson. As the work is highlighted, teachers will have a discussion with the child about why they need to improve this part. This could be achieved through questioning or direct instruction. Yellow can highlight areas linked to the learning challenge as well as other areas to improve such as missing punctuation or spelling. This can be fully highlighted or circled.
- A red pen is used by adults to write any models or prompts in the child's book as shown below. Red pen will also indicate any feedback provided for follow up when the teacher is marking away from the child.
- Words copied incorrectly off the board or from a book/worksheet are corrected at the discretion of the teacher – see differentiated spelling approach.
- Persistent incorrectly formed letters/joins maybe circled by the teacher. At the end of the piece of work the child practises these a few times, for example along one line.
- Letters written in wrong position on line maybe circled for correction.
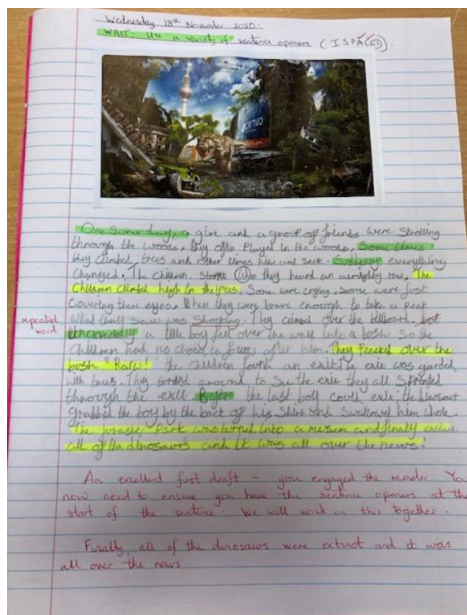
Writing Books Feedback

- Class teachers write comments at the end of pupils writing to make marking clear and provide space for improvements to be made. Positives are highlighted in green and Success criteria are marked off. Where an improvement is required the section is highlighted in yellow and suggestions made in red. Suggestions will be.
- Modelling/Reminding, scaffolding or of an extension nature. Teachers provide specific ARE success criteria lists for children to tick against as they complete extended writing. Teachers will also mark these off with a red tick to give feedback for objectives used. When positive, personal comments are written, these are to be constructive and informative (i.e. Not just good, excellent etc.)
- Peer marking and improving occurs in the editing and improving lessons. This occurs in green pen.
- Pupils respond to teacher marking in purple pen.
- See spelling section for marking spelling.

Whole Class Reading Feedback

- Work is marked within class with the pupils marking their answers in green pen following whole class discussion and a teacher's model answer displayed.
- Correct answers are ticked.
- Children make improvements to their answers in green pen.

Mathematics Feedback

- Work is marked with red pen. Children's self-edits are in green pen. Children respond to teacher marking in purple pen.
- Answers are ticked or crossed as appropriate.
- Where appropriate incorrect answers are set out at the end of a section or piece of work.
- If an answer is incorrect the whole sum/equation is written out.
- Key corrections are usually completed before the next piece of work is begun.
- If a digit is reversed a number of times the child practises by writing a line of the digit out at the end of the piece of work.

How teachers respond in distant marking

Teachers respond in written form both with and without the child being present. In an ideal situation the teacher will mark and write a written comment on a child's work with the child alongside them. This enables the work to be discussed together and the teacher to read the comment to the child if appropriate. It also allows for reflection by the child, stimulation of ideas and the teacher to suggest the child's next task or action.

Different types of next step marking – See Appendix 1.

i. Modelling/Reminding
ii. Scaffolding
iii. Extension

Teachers should promote positivity around improving work so that children view constructive feedback as an opportunity for growth.

Oral Responses

- Oral responses are made in a number of ways in response to learning outcomes. The response may be made on a one to one basis between a teacher and a child, for example when the teacher is marking the child's work with the child alongside (when safe to do so – COVID-19), when the child is working on redrafting a piece of written work or when the teacher is praising a child for their learning behaviours.

- The response may be made by the teacher to a group of children, for example when they are involved in a group activity or task or in order to reinforce the good learning behaviours of the group as well as related to the work produced.
- The response may be made by the teacher to the whole class, for example when some work is being returned to everyone in the class. Lesson starters can focus on a next step identified from marking. This can be communicated to the whole class through a teaching input before pupils work on making the improvement in their own work. This is particularly useful so the teacher doesn't have to write the same comment in the majority of books.
- Oral feedback can be of a positive nature made by the Headteacher in the good work assembly.
- Oral responses to children's work, and learning behaviours are also made by other adults in school – both non-teaching staff and adult helpers.
- A child may be asked by the teacher to make an oral response to their own work. They may be asked if they are pleased with what they have done, do they think they have done well, is it their best work. These types of questions may also be asked in relation to a child's learning behaviours.
- Children also respond orally to each other, particularly in relation to their work in a group or class discussion. What went well (WWW) and Even Better If (EBI) are useful question stems for self and peer reflection.
- Many oral responses may be collaborative ones. For example, a teacher and child working together to redraft work may agree a response, or a group of children looking at a piece of art work produced by another group may agree a response.
- The oral responses made by staff are carefully thought out, are positive and are aimed at helping to develop the children's self-confidence and self-esteem. The children are helped towards responding to each other and the work of others in a similar positive manner. The tone of voice used in oral responses is an important factor in how the response will be received by someone. Verbal feedback will be recorded VF. It will be apparent that pupils have acted upon the verbal feedback provided within a session as the work will improve against the WALT, success criteria, emergency target or against age related expectations. A detailed essay of the verbal discussion is not required.
- Teachers make oral responses to a child's work, learning behaviours and actions during their interview with a child's parents during Open Evenings. Parents also make oral responses concerning their child to the class teacher during Open Evening interviews and on other occasions during the school year.

Demonstrative Responses
- All teaching and non-teaching staff use demonstrative responses in relation to children's work, behaviour and actions.
- An important demonstrative response is the use of a smile and other encouraging facial expressions.
- The sharing of work within the class is a demonstrative response. When sharing pupils work the adults should explain why it is a good example. Has it met the WALT, success criteria, emergency target, age related expectation or shows progress. This is an excellent way to share and celebrate learning.
- The displaying of children's work in the classroom and around school is a demonstrative response towards that child. Work could be placed on a working wall or mounted and displayed on a whole class display.
- Children may be sent to take work to another teacher or Headteacher in order to acknowledge the child's work as special. Similarly, a child may be sent by their teacher to another member of staff in order for a colleague to reinforce good learning behavior (when non COVID-19)
- Class teachers have their own individual form of demonstrative responses.

Spellings
A great deal of emphasis is placed on developing the children's skills as independent writers. In order to do this, the children need to have their confidence as writers built up. As staff, we feel it is important not to over-correct free and creative writing and therefore not all spelling mistakes will be identified. The spellings identified will depend on the ability of the child and therefore there will be a differentiated approach. Pupils with lower attainment will have some spellings identified linked to the sounds and spellings they have been

focusing on in phonics and spelling sessions as well as the 100 high frequency words for KS2 pupils. Middle attainment pupils will have spellings identified in line with the lower attainment pupils as well as age related spellings. Higher attainers will have some spellings identified in line with the other pupils as well as some ambitious vocabulary spellings. The teacher will provide the correct spelling and the child will copy 3 times. These can also be added to the child's RWI spelling log book. Pupils of higher ability can look up spellings in a dictionary and have them checked by an adult.

Children of all age groups are encouraged to check their work to make sure that it is finished and that they are happy with it. They are encouraged not to rub out learning but to put a neat line through and then make their correction. This is so progress can be easily identified. Self-improvements should be recorded in green pen when they edit and improve their own work or when working with a peer.

In the English, foundation subjects and RE, spelling mistakes are marked using the differentiated spelling approach. Spellings of a technical nature for a subject should be corrected. Pupils can practice these 3 times in purple pen in book next to teachers modelled spelling. Spellings can also be recorded in the child's RWI spelling log book. Pupils with higher ability can be encouraged to look up the spellings for themselves which will be checked by an adult.

- Capital letters which are missed out or written in the wrong place, for example middle of word or middle of sentence may also be circled in the child's work.
- If a full stop missing a / is put in the correct place and the following letter circled to indicate that is should be a capital letter.
- The need for a new paragraph is indicated by a double slash //
- Creative writing is not 'over corrected' by the teacher.
- If the children are learning to redraft and edit their work the teacher may at times add to these marking strategies.

Monitoring and Evaluation
The desired outcomes for this policy are; improvement in children's learning and greater clarity amongst children and parents concerning children' achievement and progress.

The performance indicators will be:
a) An improvement in children's attainment.
b) Teacher, child and parent testimony concerning the usefulness of the marking
c) Consistency in teachers' feedback across the key stages between years.
d) an awareness on the part of the pupils of what is expected of them.

Review of Policy
The policy will be evaluated and if necessary, updated annually.

Appendix 1

Different types of next step marking:
- Reminding
- Modelling
- Scaffolding
- Extension

<u>Reminding in writing:</u>
This is most useful for pupils who can independently apply the particular skill you were looking for, but has failed to do so in the task.

e.g.
Remember to vary your sentence openers, Stephen. Can you write me a sentence starting with a simile?

Remember Jules, if your noun starts with a vowel, your article is 'an' not 'a'.
What article would 'table' start with? What about 'aardvark'

<u>Reminding in Mathematics</u>*:*
Has the child forgotten to follow or include a particular step within the success criteria?

For example
Danny, remember to use your knowledge of place value when multiplying by 10.
Remember that numbers move to the right when dividing by 10.
Remember to put 0cm on the ruler at the end of the line to be measured.

<u>Modelling & Scaffolding in Writing:</u>
This is most useful for pupils that need to consolidate the application of a skill you were looking for as part of the success criteria.

Remember, question marks go at the end of questions. Words like what, when, who and how are 'question' words.
Who is that?
When will it be time for lunch?

Can you write a sentence that ends with a question mark?

The ability of the child will depend upon the amount of modelling or scaffolding you give them. A less able child, for example, could be given a cloze procedure or a less demanding activity to complete.

e.g. 1
Inverted commas (speech marks) go around what is being said.
e.g. 2Well then, I'm going to gobble you up!'' declared the troll.
Can you put inverted commas around the following sentence?
Oh no, don't eat me! Wailed Red Riding Hood.

e.g. 2
Can you add a suitable adverb into this sentence?

The Monster roared _____ at the villagers.

<u>Modelling & Scaffolding in Mathematics</u>: Most suitable for children who need more structure than simple reminder.
Can you use an empty number line to help you count from 96 to 150?

| | | | |
| 96 | 100 | | 150 |

Can you solve the following using the first line to help?
7 X 6 = 42
0.7 X 6 =

Can you use the grid method to multiply 13 by 9?

X	9
10	
3	

Extension in Writing:
Most suitable for pupils who have easily met or exceeded expectations in the lesson.

e.g.
Can you write the sentence I have indicated so that the simile/preposition/Adverb becomes your opener?
Could you write the opening paragraph in first person, so that you become the main character?
Can you use a thesaurus to up level the verb/adjective/adverb in three different ways?
Can you add three more signposts onto your Reading as a Writer grid?

Remember to work smart. Avoid writing detailed messages to the class teacher about learning behaviours, level of support required, which could easily be communicated at the end of a session. All comments written in a pupil's book should be directed towards the child and be solely focused on moving their learning forward with reference to the learning challenge.

Extension in Mathematics:
Provide a challenge question – application and problem solving.

Marking Code – Appendix 2

Copies of the following codes should be on display in the classroom.

o   Letters are circled to show they are either; formed incorrectly; not placed properly on the line; should be a capital letter or should not be a capital letter.

CL   CL should be in the margin if the letter circled should be a capital letter. Pupils can then correct in purple pen.

/   Denotes where the sentence should have ended and/or be punctuated with a full stop.

//   Denotes where a new paragraph should have started.

sp   Write in margin - Indicates an incorrect spelling on the line. Underline the incorrect spelling.

Appendix 3 – Covid

- The following are identified on the school covid risk assessment as good practice:
- Wash hands/sanitise between books
- Mark from behind the pupils
- No books home
- Peer marking and improving – the child who owns the book is the one who touches and writes in it.
- Wear a mask if walking around the room marking and touching books.