

St Silas Church of England Primary Academy



Feedback Policy

Feedback Policy

'It is much healthier to think of marking as feedback which supports progress over time. Evidence of progress over time is much more powerful than over-marking, which goes nowhere.' (Myatt, 2018)

Vision Statement

St Silas CE Primary Academy is committed to providing relevant and timely feedback to pupils both orally and in writing, which is underpinned with the most relevant and up to date research. This policy is concerned with ensuring a consistent approach to feedback across the school to ensure the involvement of children in extending their own learning.

Policy Aims

- To provide a common framework for feedback so that a consistent approach is used by all staff, throughout school, in order to ensure that all children progress.
- To set out expectations for high quality feedback and provide a coherent picture of effective practice, underpinned by research.

Three Principles of Marking and Feedback

MEANINGFUL:

- Marking and feedback should be meaningful to the individual child
- How to mark will vary by age group, subject and what works best for child and teacher in relation to that piece of work
- Approaches may be adjusted to meet the needs of that particular lesson and to ensure good progress is made
- The most important person in deciding what the most effective marking is in each particular lesson is the teacher.

MANAGEABLE:

- Marking and feedback must be manageable for both the teacher and children
- Feedback can take the form of spoken or written marking and self-assessment – teachers should exercise their professional judgement about the type of marking to use in order to ensure progress is made

MOTIVATING:

- Marking should help to motivate children to progress – this **does not** have to mean in depth comments; short challenging comments, verbal feedback or the identification of issues/areas of strength when teaching the next lesson are as effective
- Motivation must also include the valuing of efforts made and celebration of success – these may be shared as a whole class and the start of the next lesson

Purpose of Feedback and Assessment

- To inform the teacher of a child's attainment and therefore inform future planning
- To inform a child of how well they have done and what they need to do next
- To motivate a child through celebrating success



"Providing feedback is one of the most effective and cost effective ways of improving pupil's learning...on average the provision of high-quality feedback can lead to an improvement of eight additional months' progress over the course of a year." (EEF, 2016)

Principles

At St Silas we aim for high quality teaching and learning. At the heart of this is effective feedback and assessment which we use to inform our planning for all. This becomes an 'Assess-Plan-Teach' cycle.

- There is a consistent and manageable method of feedback, assessment and pupil response through the school
- Work is assessed promptly and feedback given as close as possible to the time of the work being completed, including within the lesson
- All adults working with the children are involved in giving feedback
- Children are given opportunities to respond to feedback and to make improvements to their work
- Clear strategies for improvement are given
- Feedback and assessment are used to inform future planning
- Feedback is used to move the pupil on in their learning.
- Feedback is focused on the task, subject or self-regulation.

Work is assessed and feedback is given in a variety of ways:

- *Live feedback within a lesson*
- *Small-group and one-to-one conferencing after a lesson / same day 'Keep Up' session*
- *Whole class feedback*
- *Self assessment*

Marking

- No learning objectives are required to be written in the children's books but the children must know what the learning objective is.
- Children's work will be marked to the learning objective – and success criteria where appropriate
- Marking of spelling, punctuation and grammar in addition to the learning objective should focus on key words or subject specific vocabulary for the lesson and also reflect the child's ability
- Any corrections made by the child will be made in green pen

Live Feedback

When feedback is carried out during the lesson it encourages the teacher to give feedback which is diagnostic, closing in on specific areas to improve. Children are then able to improve their learning by acting on the feedback.

- Live feedback allows a teacher to check that each child has the correct level of challenge: misconceptions can be identified and addressed, small errors corrected and additional stretch can be given where appropriate
- Live feedback is time-effective and reduces the need for marking at the end of the day. This in turn frees up time to plan for the next day
- Live feedback can be written or verbal, with appropriate annotations where necessary for future reference for the child
- Improvement and amendments of mistakes should then be seen in real time
- Whole class misconceptions, picked up by live feedback, can be dealt with immediately

Whole Class Feedback

It is the teacher's responsibility to check the pupil's work at the end of the lesson. This way, the teacher can quickly ascertain which children need further support to keep up with the learning and whether any whole class feedback needs to be given during the next lesson.

Time will be spent before the next lesson addressing misconceptions, sharing good examples and discussing next steps. Teachers may also model the feedback process. This will support peer and self-assessment strategies such as:

- Marking one piece of work as a group/class to address misconceptions and teach assessment procedures
- Show two pieces of work and discuss the differences.

Self-Assessment

- Children assess their learning in green pen and have opportunities to correct as they go along.
- Children are given answers/answer sheets/success criteria to ensure accuracy of marking.
- When self-marking, children include a reflective comment on their work relating to the learning objective
 - E.g. *'I remembered my capital letters and full stops. Next time, I will try to use more adjectives.'* *'I can add fractions when they have the same denominator.'*
- When work is self-assessed, teachers will look at books to check for accuracy and plan next steps for individuals and groups of children.

Peer-Assessment

- Children mark a partner's work using green pen, answer sheets or success criteria
- Children give feedback and this is recorded by the child receiving the feedback.
- E.g. *'_____ said that I needed to remember commas after fronted adverbials.'*
- The child receiving the feedback will also write the name of the child who marked their work
- When work is peer-assessed, teachers will look at books to check for accuracy and plan next steps for individuals and groups of children.

Presentation in Books and Organisation

- Children will follow the school handwriting policy.
- Children will correct their work using a green pen.
- Teachers will mark in a different coloured pen to the children.
- All dates and titles will be underlined using a ruler.