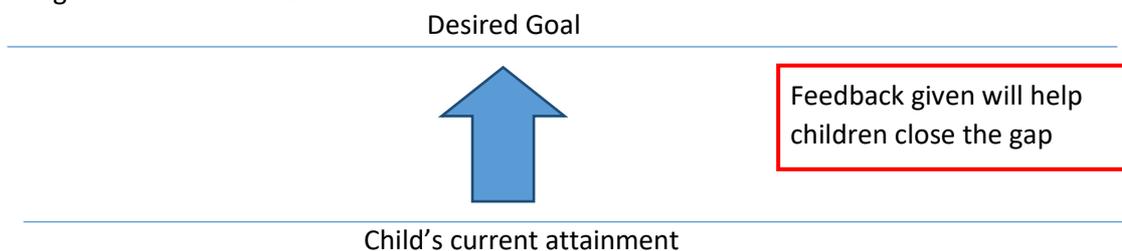


### Feedback Policy

‘It’s vital that, as teachers, we are getting as much feedback from our students as we can. ... We should be constantly wondering, “How’s it going? How well have I explained this? Are they making sense of it?” and then soliciting information to allow us to answer those questions.’ (Sherrington, 2019)

Feedback is an essential part of the learning process, it should always aim to produce an improvement in children’s learning and capacity to learn more by causing a cognitive reaction. A culture of a growth mindset is developed in the classroom so that children welcome feedback as a constructive way to improve learning and ensures they think deeper and develop their capacity to be independent in their learning. To be effective learners children must know what they have done well (pink) and be clear on how they can improve further (green/vf). In order that children use the feedback and marking to inform their understanding, time will be given before the start of their next lesson to address and learn from misconceptions or errors.

Feedback should develop children’s metacognition and self-regulation and supports Rosenshine’s principles in moving from guided to independent practice. Effective learners link their work to the success criteria and generate their own ongoing self-correcting feedback narrative.



To accelerate progress and improve outcomes, based on the research of John Hattie, we ensure that through feedback children can answer the questions:

Where am I going?	Success Criteria
How am I going?	Marking and Feedback
Where to next?	Target setting

#### **At Courthouse Green:**

- Feedback is a shared two way activity. It aims to encourage an ongoing dialogue between the teacher and the child.
- Feedback supports the development of self-assessment skills so learners can provide themselves with improvement feedback.
- The form of the feedback varies to engage the learner and to suit the purpose and context of the work.
- Time is always given for children to act on the feedback, it is planned as part of the learning sequence.
- Outcomes of the verbal and written feedback are used by teachers to plan the next steps in learning.

**Teachers are expected to plan and implement the most effective marking and feedback strategy to improve pupil outcomes. Feedback is tailored to suit the time and level of proficiency in the learning sequence.** Teachers choose the level of feedback in response to the children’s work.

This can be:

- Redraft or redo
- Rehearse or repeat
- Revisit and respond
- Relearn and retest
- Research and record

### **For feedback to be effective:**

- There must be a clear learning intention with clear success criteria identified, feedback is given in response to the learning outcome and success criteria.
- Comments must be concise, clearly written and easy for the learner to understand
- It encourages and supports further effort to reach the desired goal and ensures that children ultimately become independent

### **How do we mark work?**

- The WALT is displayed with the work and the teacher marks to this so that the child understands the purpose of the marking.
- The WALT and success criteria will be in a child's book and highlighted pink if achieved and green if not achieved.
- In maths correct work will be ticked and a dot/highlighted green if incorrect.
- Examples of where the child has met the learning objective or met their target should be highlighted in pink.
- Praise for efforts and strategies the children have used to encourage a growth mindset are given through motivational stamps/ stickers/ teacher comment.
- Teachers' green developmental comments, either verbal or written, will be encouraging and positive and directly related to the WALT and/or the success criteria.
- Green tasks should further develop children's learning by correcting misconceptions or giving further opportunities to apply or practise skills.
- Throughout a piece of writing teachers will provide feedback through margin marking to improve the composition of the piece of writing. At the end children will be given a specific focus to improve the next part of the writing the next day eg. ↑conjunctions- but, so.
- To support the development of children's writing skills teachers will identify a personal area of development at the end of an extended piece of writing. This will be focused on composition or sentence structure. Further marking should acknowledge when this is achieved.
- Teachers will at times carry out a 'quick mark' so that intervention can be put into place immediately and future lessons can be adapted.
- For Key Stage 1 children (and some SEN in key stage 2) areas of development are shared with children through marking symbols.

### **Margin Marking**

Before marking a piece of work the teacher expects the child to self edit their work and ensure the year group non negotiables are in place. Margin marking will highlight where mistakes have been made whilst still ensuring children's ownership of and independence in editing and correcting their own work.

Key stage 1- spelling or incorrect punctuation will be highlighted green for children to correct.

Key stage 2- marking code will be used in the margin for children to use to correct.

Teachers will ensure that any editing is checked for accuracy.

### **Peer/ self-assessment**

All children will be taught to peer and self- assess their own work, the level to which they are expected to do this will grow as they move from Reception- Year 6. Through this children can learn from their previous mistakes, identify their strengths and their areas to develop further.

All children work with a critical friend to peer assess their work, giving and receiving feedback. Children are asked to focus on specific success criteria and at times are given language prompts to support giving feedback.

### **Editing and improving**

In Year 3-6 children have a purple pen when they take on the role of an editor. The children use them to edit and improve key pieces of writing.. Purple pen will only be used to edit words or punctuation. Longer edits will be written in pencil to ensure good presentation.

### **Developing self and peer assessment strategies**

Giving children the opportunity to assess themselves and their peers ensures they take greater responsibility for their own learning, encouraging them to actively engage with the assessment process and reflect on their own performance and that of their peers. This is an integral part of the learning cycle and children will have regular opportunities to reflect on their work, to develop the skills of accurate and precise feedback which they use to improve their work and that of others.

This could be through:

- marking a piece of work together identifying strengths and areas of development to focus children on the success criteria of the lesson.
- modelling practice that supports self/ peer assessment
- working on a common misconception from the previous lesson
- editing and improving previous work

### **Monitoring of Marking**

The quality of feedback and the impact it has on learning is regularly monitored by Year Group Leader and by the Senior Leadership Team.

**Reviewed: December 2020**

## **Appendix**

### **Feedback Toolkit**

The form of the feedback varies to engage the learner and to suit the purpose and context of the work. Children should have an active role in the feedback process.

<b>The Teacher</b>	<b>The Child</b>
Teacher recognises the child's effort and attitude to their work and awards gems (pride/resilience/collaboration/responsibility/improve)	Child contributes to class gem pot
Gives verbal feedback (individuals, groups or whole class) relating to the success criteria	Children review their work to act on the feedback.
Writes a green comment identifying where an improvement could be made in future work	Children use purple pen (neatly) to act on the feedback.
Highlights parts of the work pink to show successes and/or green where it could be improved.	Children use purple pen (neatly) to act on the feedback.
Writes a green comment to show children how to address the mistake they have made / improve their work.	Children use purple pen (neatly) to act on the feedback.
Teacher writes a model/find and fix to directly address misconceptions.	Children use purple pen (neatly) to act on the feedback.
Post it note – mid way writing marking, children given a specific focus on how to improve the next part of their writing.	Move post it note to the next piece of work to use the feedback. Annotate the post it when feedback target has been achieved.
Pinks/ Greens the success criteria if achieved.	Children self-assess and tick if they feel they have achieved the success criteria.
Green task / learning review is planned as the start of the next lesson (application developmental task/find and fix/review of child's work...)	Children complete the green task as a link from previous learning to improve future learning.

## Key Stage 2 marking code:

// new paragraph



indent paragraph

^ insert missing word or phrase



up-level choice of vocabulary

p punctuation

gr grammar: doesn't make sense – why? subject and verb agreement/  
determiners/prepositions

T tense

sp spelling

h.w handwriting

P presentation