

# Elveden Church of England Primary Academy



## Feedback Policy

Date Completed: November 2021  
Completed by: SLT  
Review Date: November 2024

**What is feedback?**

We acknowledge that feedback comes in a variety of forms and should be a regular and robust part of every lesson. Feedback, as an integral part of the learning process, must be precise and delivered regularly in each aspect of the lesson. All feedback should have a positive tone. It should be specific, clear and appropriate. The best feedback, whether written or verbal, will give children a clear sense of how they can improve, with children responding and making progress as a result. **Feedback must be for the child not for other audiences (See separate note for EYFS), evidence of feedback is incidental to the process; we do not provide additional evidence for external verification.**

This policy is designed to cover a range of approaches to giving feedback. **It is not a list of instructions that teachers/TAs must follow for every child in every lesson.** Consider the type of feedback most appropriate for the child, situation, purpose and task to move learning on.

#### **Aims and principles of feedback:**

- To help children make progress within every lesson.
- To provide strategies of how to improve their knowledge and skills.
- To give children time to reflect upon their learning and put effort into making improvements 'in the moment'.
- To inform planning, target setting and structure next steps.
- To encourage a positive dialogue between child and Teacher/TA.
- To encourage children to have pride in their work, this includes presentation.
- Be consistent across the whole school.
- Be age appropriate.
- Be manageable for teachers.
- Be timely and respond to the needs of the individual learner.
- Relate to the learning objective which is shared with the pupils.
- Involve all adults working in the classroom
- Give recognition and appropriate praise for achievement

We believe that teachers, as the professional who knows their class the best, should be able to decide what feedback is most appropriate in each situation. Feedback is a vehicle that drives learning forward rather than something that is given without real purpose and for outside moderation. 'In the moment', oral feedback is usually the most effective form of feedback. There is no need for every piece to be 'deep marked'-in many cases this would be ineffective for learners and not the best use of Teacher/TA time. A key aim of this policy is for it to allow teachers to make 'smart' use of time and have a more balanced workload.

#### **What does effective feedback look like?**

- Dialogue-everyone talking about their learning and next steps.
- Learning continually being evaluated and adapted.
- Observations of children and AfL embedded into lessons.
- Children being clear on where they are now and where they need to get to (next steps) and most crucially, how to 'close the gap'.
- Children are able to articulate what they are learning and why, reflecting back on previous learning.

- Questioning between adult and child.
- Ongoing modelling in self/peer assessment.
- Children will know where they have been successful and how they can improve.

Type	What it looks like	Evidence (for observers)
Immediate	<ul style="list-style-type: none"> <li>● Includes teacher gathering feedback from teaching – such as whiteboard work, questioning of whole class, moving around looking at the work the children are doing.</li> <li>● Takes place in lessons with individuals or small groups.</li> <li>● Often given <b>verbally</b> to pupils for immediate action.</li> <li>● May involve use of a TA to provide further support or challenge.</li> <li>● May re-direct the focus of teaching or the task (mini plenaries).</li> <li>● May include highlighting/annotating work according to the marking codes.</li> </ul>	<ul style="list-style-type: none"> <li>● Drop ins/learning walks</li> <li>● Effective questioning and feedback that moves learning on.</li> <li>● <b>Some evidence to be seen within books (VF).</b></li> <li>● <b>Children's self-assessment will reflect the immediate feedback happening in the classroom.</b></li> </ul>
Summary	<ul style="list-style-type: none"> <li>● Takes place at the end of a lesson or activity.</li> <li>● Often involves whole groups or classes.</li> <li>● Provides an opportunity for evaluation of learning in the lesson.</li> <li>● May involve <b>peer or self-assessment</b> against the success criteria, in EYFS children will be encouraged to verbally self-assess using verbal cues and sentence stems from adults. 'What have you done well?', 'What could you improve?'</li> <li>● May be a <b>written</b> reflective self-assessment based on what the learner has learnt in that session-This should not be 'This was easy', This was too hard'. <b>Children use purple pens for this.</b></li> <li>● Self-marking by children, checked by adults.</li> </ul>	<ul style="list-style-type: none"> <li>● Drop ins/learning walks.</li> <li>● Evidence of self and peer assessment.</li> <li>● Use of post teaching as a result of assessments.</li> <li>● Pre/Post teaching put into place as a result of assessments.</li> </ul>
Review	<ul style="list-style-type: none"> <li>● Takes place away from the point of teaching</li> <li>● Use of whole class feedback form <b>shared with the class at the start of the next lesson</b> (Appendix A).</li> <li>● Teachers may plan 'post teaching' for children who have struggled</li> <li>● Leads to adaptation of future lessons through planning, grouping or adaptation of tasks</li> <li>● May lead to targets being set for pupils' future attention or immediate action</li> </ul>	<ul style="list-style-type: none"> <li>● Whole class feedback forms in teacher files</li> <li>● Acknowledgement of work completed</li> <li>● Appropriate responses/action in purple pen from children.</li> <li>● Adaptations to teaching</li> </ul>

		sequences/ tasks when compared to the planning • Challenge questions
--	--	---

**Acknowledgement marking (Ticked Learning Objective within the lesson)**

All work needs to be acknowledged for the child and, as such, should be reviewed by the teacher. Where immediate and summary assessment has been effective and the child’s next step is to be in the next lesson, a simple acknowledgement tick of the LO is all that is required. **There is no need to write a written comment as this will be referred to as part of whole class feedback (see appendix A)**

**Praise**

Children respond very positively to oral praise. Teachers can award ‘Dojo points’, stickers, BLP stickers or raffle tickets as appropriate.

**Having another go**

Correcting, editing and improving our work is how we learn. However, sometimes a child may need to have another go at a piece of work. Work/pages should not be torn from exercise books as this can cause distress to the child. It may be that the child or adult recognises the work is not of the standard they are happy with; we all make mistakes. In this situation the piece of work can be underlined with a ruler and the child should start again. Sometimes it might be more appropriate to stick a fresh piece of paper over a section of work, avoiding the child needing to repeat the rest of the work which is of a good standard. When the child has completed the work to a good standard, their efforts should be recognised and rewarded with a BLP ‘resilience’ sticker to reinforce that we value children being prepared to try to do better.

**Year 2 and KS2 Purple Pen Time**

Time must be given to the children within lessons to respond to adult feedback. They must act on it (for example, identifying specifically the different elements in their work which the teacher has discussed as part of verbal feedback and correcting punctuation errors and to clarify anything they are unsure of). This must be done using purple pen. Depth of marking of tasks are at the discretion of individual teachers if they want to give specific feedback to a child. But this must show visible progress. E.g. if the child has been asked to add capital letters, there should be evidence that they have done so using purple pen.

**Pre/Post Teaching**

This is used when a child needs extra input in a smaller, focused group in order to meet the L.O. of the lesson. This may be before the lesson (pre teaching) or after the lesson (post teaching) – the earlier this can be, the more effective it will be. A simple ‘pre teaching’ or ‘post teaching’ as a heading should be used to help with monitoring of teaching and learning, is all that is required. Beneath this, there should be evidence of what happened in the session.

## Targets

Throughout the school, children have 'Target cards' for English and 'Assessment cards' for Maths, to reflect the Mastery approach.

As a target is met and demonstrated in English, the teacher awards a stamp and dates it as well as acknowledging this in the book (Y2 and Y6 use the interim frameworks for guidance), this is done 3 times to show this is secure. The interim frameworks are used for moderation purposes in Y2 and Y6.

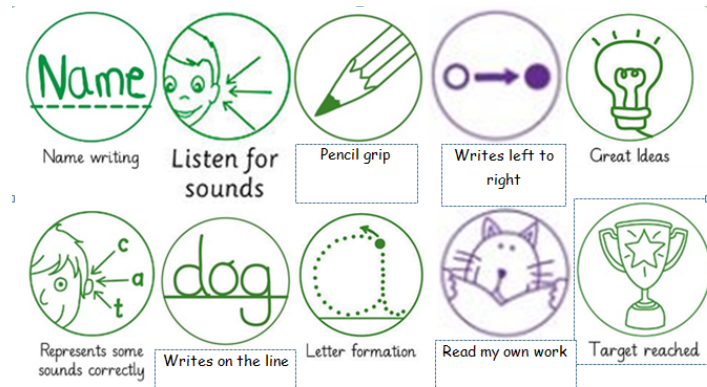
As an objective is secured in Maths, the teacher awards a stamp and dates it as well as acknowledging this in the book. This is done 3 times to show this is secure.

## Purple Pens

'Purple Pens' are used by the children to do any self-assessment, self-marking, respond to feedback, edit or give peer feedback.

## Agreed Feedback codes (Stickers)-summative assessment

### EYFS



In EYFS, stickers will be used **in the summer term** for in the moment tasks as and when needed i.e. formation to review individual work and support assessment of what a child has demonstrated they can or can't do. In the autumn and spring term, yellow dots (not on track) and green dots (on track) will be used along with I-Independent and S-supported.

**Verbal feedback will be given for every activity.**

Written comments by adults may also be used to explain how the child has completed a task or provide assessment information for the teacher.

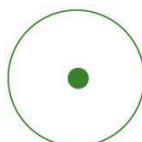
## KS1



Finger spaces



Capital/lower case letters



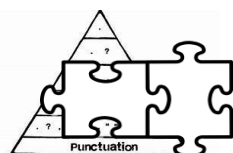
Full stops



Join handwriting



Spelling mistake



Say it out loud

Conjunctions

In KS1, these symbols will be used in English lessons, for **extended writing only**. Adults will stick the sticker in the book as part of review marking and tick symbols pink if evident and circle one green if not used/not used consistently. Children can then respond to this feedback with purple pen (Y2) during the next lesson. Time must be made for this.

KS1 will use whole class feedback forms for **all** lessons apart from extended writing, along with acknowledgment marking in Maths for immediate in the moment feedback.

## KS2

KS2 will not use stickers but instead use the whole class feedback forms to go through feedback as a whole class (See Appendix A) for all lessons. This will focus on work to praise and share, those that need further support, misconceptions, spellings, grammar, next steps. Children will be given time to improve their work during the next lesson with purple pen.

### Challenge questions in Maths:

Teachers set Maths challenge questions as appropriate. This could be Testbase questions or written questions in response to how children have done. Children answer these in purple pen.

### Supply teachers

Learning which is marked by a supply teacher should always be initialled. Supply teachers are expected to follow the feedback policy and codes above.

### Work marked by teaching assistants

Teaching assistants should always initial learning marked by them. They should also follow the marking policy and codes above. **Parent helpers/volunteers should never mark learning.**


### Communication with parents

It is acknowledged that parents often look for 'traditional marking' when they look at their child's books. For this reason, we will communicate the main points about our feedback policy on our school website, at parents' evenings and at parent open mornings.

### Monitoring of books

SLT will ensure that regular feedback of book monitoring is in line with this policy.

### Feedback codes (Use as age appropriate-see above)

√	Correct
	'Tickled pink' this is used to highlight phrases/sentences that demonstrate the L.O. and to tick codes on stickers (EYFS/KS1).
	'Green for growth' this is used to highlight phrases/sentences/grammar that needs developing and to circle a code on stickers (EYFS/KS1).
	Through a common exception word/high frequency word indicates an incorrect spelling (highlight maximum of 3) These words are written at the end of the piece of work (on lines) for children to copy 3 times. <b>(For left-handed children, write on the right-hand side of the page.)</b>
√ C	Indicates a question which is incorrect (Maths) When been corrected
VF	Verbal feedback given. Put in margin at point it is given during the lesson to see impact along with what it was ie. 'VF Capital letters'.
S	Supported
I	Independent
	Self-assessment - children assess own learning using green, amber, red next to L.O.
[	Should start a new paragraph
	Purple Pen Time- During English and Maths, children respond to feedback from adults and answer challenge questions.

# Coronavirus Addendum (September 2020)

While the coronavirus pandemic continues to have an impact on the way schools are operating, the following measures are being followed in addition to the policy, where these conflict with information in the main policy these measures are to be followed until further notice:

- Whole class feedback given verbally at the beginning of each lesson for children to respond to.
- Use of visualiser or photos on Interactive whiteboard to share pieces of work if needed.
- Staff to give more verbal feedback during lessons and model on whiteboards rather than in the child's book (E.g. 'VF-Tense' or 'VF-punctuation' can be added to books during lesson at the point this was given, to demonstrate impact).
- Children to mark their own work in lessons where this is appropriate e.g. Maths, spelling etc.
- Children to leave books open on the desk for staff to look at to identify misconceptions etc.
- Teachers to mark extended writing in the usual way but ensuring they wash hands before and after touching children's books/packs
- **Staff are encouraged to complete all marking in school, in their bubble area, and to be aware that taking exercise books home increases the risk of spreading infection.**



Appendix A

<b>Whole Class Feedback Form</b>	
<b>Subject:</b>	
<b>Date:</b>	
<b>Feedback by:</b>	
<b>Work to Praise and Share</b>	<b>Need Further Support</b>
	When? How? Who with?
<b>Presentation</b>	<b>Basic Skill Errors and Spelling Errors</b>
<b>Misconceptions and Next Lesson Notes:</b>	
<b>Incomplete</b>	<b>Absent</b>