Kirkdale, St Lawrence CE Voluntary Aided Primary School

Feedback Policy

Adopted: September 2022
Review date: Se [

J.Campbell

> "Together, with God in our heart, the path to our dreams with start"

Inspired by Psalm 20:4

Our School Vision

We are the Kirkdale, St Lawrence CE family. We are a nurturing, safe, inclusive school which is the anchor of our diverse community. Through God's love, we support everyone to flourish spiritually, academically and personally; this is our heartbeat. All are valued here for who they are and what they could become.

Our School Values

Hope	Thankfulness	Trust	Compassion	Courage

Policy Principles

This Feedback Policy has been written after adopting recommendations made in the findings of the governments *"Supporting teachers through the school workload reduction toolkit"* March 2020

Feedback should be:

- ✓ Be manageable for Staff
- ✓ Relate to learning intentions and success criteria, which must be shared with children.
- ✓ Include and involve all adults, working with children in the classroom.
- ✓ Give children continuous opportunities to become aware of and reflect upon their learning needs.
- ✓ Give recognition and appropriate praise for achievement.
- ✓ Give clear, unambiguous strategies for improvement.
- ✓ Respond to individual learning needs, marking face-to-face with some and at a distance for others.
- ✓ Inform future planning and individual target setting.
- ✓ Be accessible to children.
- ✓ Be consistent throughout the school, with set codes and strategies in place, positive comments and developmental points.
- ✓ Ultimately, be seen by children as a positive means to improving their learning.
- ✓ Be continuously attempting to develop the children's ability to self- evaluate.
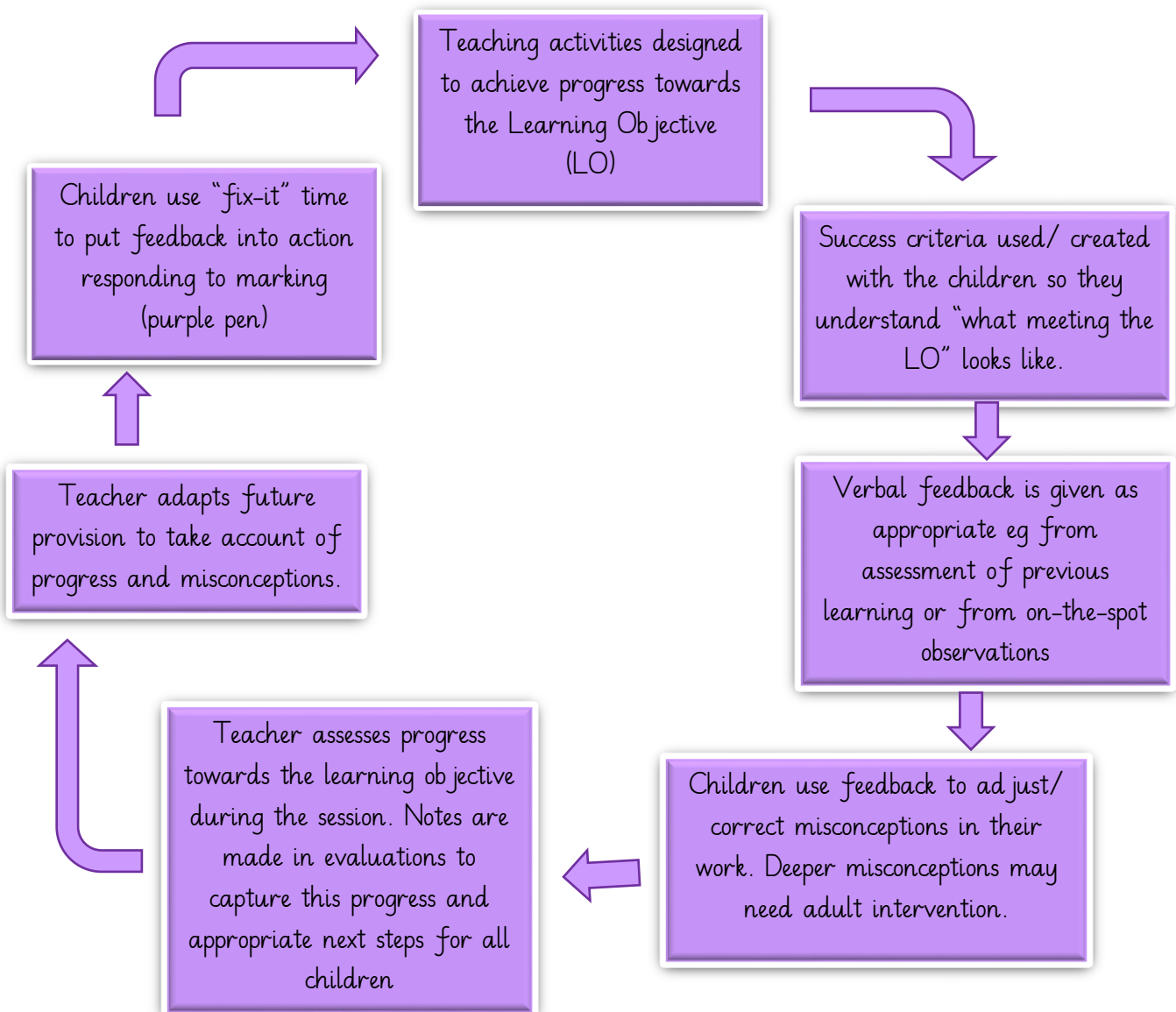
Policy aims

We recognise that feedback is crucial to the assessment process and when done effectively it can enable children to become independent and confident in taking the next learning step. To ensure that feedback is effective and empowers the learner we aim to:

- ✓ Establish opportunities for prompt and regular written or spoken dialogue with children as part of our daily routine.
- ✓ Ensure that all adults and children are clear about the learning objectives of a task and the criteria for success.
- ✓ Ensure that children are encouraged to evaluate their work before handing it in or discussing it with the teacher.
- ✓ Ensure that children are acting on verbal/guided/written feedback in future work.
- ✓ Ensure that teachers provide constructive suggestions about the ways in which the child might improve his/her work.
- ✓ Ensure that teachers agree next steps and that they are revisited throughout the lesson to see how much progress has been made.

- ✓ Ensure that teachers are selective and focused in the aspects they choose to comment on.
- ✓ Ensure that teachers recognise effort as well as quality, not in a vague or generalised way, but linking effort to age related expectations. Ensure that teachers use the information gained through formative assessment together with other information to adjust future teaching plans and staggered inputs.
- ✓ Celebrate exceptional effort and or achievement.

Key Strategies

We recognise that many strategies need to be used on a daily basis to enable teachers to make formative assessment based on the work children produce and move them on in their learning. At Kirkdale, St Lawrence, we have decided to use thorough evaluations in our teachers daily planning to form the basis of our main approach to feedback to children and to inform future provision. The process for assessing a child's learning and feeding back is as follows:

Teaching activities designed to achieve progress towards the Learning Objective (LO)

Success criteria used/ created with the children so they understand "what meeting the LO" looks like.

Verbal feedback is given as appropriate eg from assessment of previous learning or from on-the-spot observations

Children use feedback to adjust/ correct misconceptions in their work. Deeper misconceptions may need adult intervention.

Teacher assesses progress towards the learning objective during the session. Notes are made in evaluations to capture this progress and appropriate next steps for all children

Teacher adapts future provision to take account of progress and misconceptions.

Children use "fix-it" time to put feedback into action responding to marking (purple pen)

To show that a piece of work has been assessed the teacher will use one of three faces. These communicate to the child that:

☹	😐	☺
The teacher needs to give them more help to achieve the learning objective	They are working towards their learning objective.	They have achieved their learning objective.

All feedback should be focused, firstly upon the learning objective that has been set for that group or individual children/child (this is set ut in children's books and in teacher's planners. Then secondly on other features such as ongoing key skills eg. number and letter formation, age-appropriate punctuation etc.

For this approach to be successful children need to understand **both** the learning objective and the success criteria. This enables the child to know what the teacher will be looking for in the finished piece of work. During oral feedback, it is important to focus on the learning objective so as not to create confusion.

At Kirkdale, St Lawrence, we use a system of marking symbols which the children in each class understand as below

✓	Indicates that the answer is correct
•	Indicates that an answer is incorrect
//	New paragraph needed
*p	Punctuation missing somewhere on this line including missing capital letters (placed in the margin)
*sp	Spelling mistake (placed next to / above the word)
*g	Grammatical mistake somewhere on this line eg. Doesn't make sense (placed in the margin)
*A maximum of 1 x p, 1 x g and 1 x sp should be identified for children in KS1 A maximum of 2 x p, 2x g and 2 x sp should be identified for children in KS2	

Children will be given allocated "fix-it" time to independently (as appropriate) address their marking. In maths, fix-it time will take up the first five mins of every session. In English and other subjects the time at the start of the day as children arrive in school (8.45-9.00) will be used to address marking.

Detailed Written Feedback in English:

Detailed written feedback is given to the children after they have completed a cold write. This comes in the form of a success criteria table, which is included in the child's book below the piece of writing after the child has completed it.

When assessing this cold write task teachers will:

✓ Read the entire piece of work.
✓ Tick any criteria on the success criteria that the child has demonstrated competency in.
✓ Use the marking codes above to highlight any spelling, punctuation or grammar errors as would be done in any normal piece of marking. Give children fix-it time to address this.
✓ Use the information from the cold task to inform planning for whole class and individual children.
✓ Complete an evaluation in the usual way (see below) in planner.

Detailed written feedback is also given after a hot write. This is also in the form of a success criteria table. This table is included in the child's book before the piece of writing; this way children can use it to complete their hot write. This table has an additional column which the children can use to self-assess their inclusion of each criteria either during or after the writing process. Teachers will then assess this in the second column

When assessing this hot write task teachers will:

✓ Read the entire piece of work.
✓ Tick any criteria on the success criteria that the child has demonstrated competency in.
✓ Complete an evaluation in the usual way (see below) in planner.
✓ Use general information / assessment of age appropriate key skills from this to feed into future units of work.

Example of success criteria tables:

Cold Write

Criteria	Achieved
Sentences start with capital letters and end with full stops	
Characters are included and described	
Setting is included and described	

Hot Write

Criteria	Self assessment	Teacher assessment
Sentences start with capital letters and end with full stops		
Characters are included and described		
Setting is included and described		

Marking in Maths

- ✓ Teachers will check and mark the accuracy of children's work (using ticks for correct answers and . for errors) based on the learning objective and success criteria.

- ✓ Teachers will use the face symbols to let the pupil now whether they have been successful or not in their learning. This will be based on the expectations for each child/group set out in teachers' planner. For example the expectation for some children may be to complete the first section of their Power Maths activity and if this is done successfully, they will receive a smiley face. Some children may be expected to move through all the activities and complete the "reflect" section.

- ✓ Sometimes children will be prompted to prove it/explain how/reason how they have come about an answer to extend their learning further.

Feedback in Art/DT/Music/PE/Computing/ MFL

- ✓ All feedback will be verbal and evidenced in the teachers planners in the evaluation for each session

Feedback in RE/Science/Geography/History

- ✓ Incorrect spelling of subject specific vocabulary to be marked using feedback symbols
- ✓ Teachers will check and mark the accuracy of children's work (using ticks for correct answers and . for errors) based on the learning objective and success criteria.

- ✓ Teachers will use the face symbols to let the pupil now whether they have been successful or not in their learning.

Self-assessment and peer-assessment

Self Assessment: Children will be encouraged to self-evaluate wherever possible using ☺☺☹ depending on how challenging they found the session. If children's self-assessment is very different to the teacher's assessment then a conversation can be had to unpick this.

Co-operative feedback: Sometimes children can work with writing partners to mark in pairs. Before considering this it is important that:

1. Paired assessment should not be introduced until KS2, unless teachers feel that younger children are ready.

2. Children are trained to do this, through modelling with the whole class and watching the paired assessment in action.

3. The praise, question, polish approach should be used, to avoid over-criticism.

4. Pairings should be organised sensitively to ensure trust. This is best decided upon by the teacher.

5. Dialogue between children is encouraged rather than them taking turns to be the teacher.

Marking for Effort

Children will also be assessed on the effort they have put into their piece of work. This is graded as below:

1 – Excellent effort, always on task and diligent in their approach to the task. Completed to the best of their ability.

2- Mostly good effort, on task most of the time and shows some effort to complete the task to the best of their ability.

3- Little effort, off task and struggles to show the focus needed to complete the task to the best of their ability

For children with SEND that affects their ability to concentrate and stay on task this score will be given in relation to "their best" concentration and time on task.

This score will be recorded as the nose of the smiley face (see examples below)

 Excellent effort and achieved the learning objective

 Not enough effort, off task a lot but produced sufficient evidence that they achieved the learning objective

 Excellent effort but didn't manage to achieve the learning objective

Amount of support

If children have needed support to complete their task this is recorded as a ratio. For example, if the child was able to access the task through group support the ratio will be written next tot the learning objective by the person marking the work as 1:6 (for a group of 6) If the child needed full adult support then the ratio will be recorded as 1:1. In the absence of a ratio next to the learning objective, it is assumed that the work was completed independently.

Marking colours

Colour	Staff
Red	Indicates that a teacher has marked the work. Students will mark in red but initial the marking
Green	Indicates that a member of support staff has marked the work

Black	Indicates that an agency/supply teacher has marked the work

Evaluations: (see also teaching and learning policy)

Following a lesson, teachers will complete an evaluation of learning in their planners. This will identify children who have met the objective set out for them/their group and what their next should be (smiley faces) It will also identify children who need a short intervention/fix-it time in order to fully achieve the objective (straight faces) and how this will be achieved in the next steps section. Finally, children who have not achieved the learning objective at all, will be identified and their next steps noted. This will be presented in the form of a table, as per the example below.

☺	☺	☹	Absent
The rest of the class	Hasan A Amy M Yara A	Alfie G Zack B Yusef A Zaina R	Sophie B
Next steps	Next steps	Next steps	Next steps
	-Supervise fix-it time -Focus on these children in recap at start of lesson (start with the ones)	Work with in independent time and re-teach. Redo fluency focus on starting with ones	→

Sources of evidence

There will be a wide variety of evidence used when completing these evaluations such as:

- Oral responses
- Contributions in group work
- Floor book content (RE, PHSE, Science, Foundation)
- Written (marked) work in books

Marking and Feedback in the Early Years Foundation Stage
In the Foundation Stage, marking and feedback strategies include:
- Verbal Praise,
- Annotations
- Stickers
- Share achievements through informal conversations and class Twitter pages

- Children beginning to annotate their own work and pictures,
- Oral dialogue with children about their play, work etc..