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Martin					
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AHT					

WEST JESMOND PRIMARY SCHOOL

FEEDBACK POLICY

AIM:

Policy informed by current education research, guidance from Ofsted and action research to ensure consistent, effective and efficient feedback to pupils.

RATIONALE:

Following a review of recent education research summarised by EEF (Education Endowment Foundation Review of Marking 2016 – Executive Summary¹); the Department of Education Teacher Workload Survey²; guidance from Ofsted³ and an internal review of marking and feedback policy (including a period of action research) the following practices have been

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/592499/TWS_2016_FINAL_Research_r_eport_Feb_2017.pdf_see page 96

https://educationendowmentfoundation.org.uk/public/files/Publications/EEF Marking Review April 2016.pdf p6

¹ https://educationendowmentfoundation.org.uk/public/files/Publications/EEF_Marking_Review_April_2016.pdf

³ https://www.gov.uk/government/publications/school-inspection-handbook-from-september-2015/ofsted-inspections-mythbusting updated 21st December 2017 'Ofsted recognises that marking and feedback to pupils, both written and oral, are important aspects of assessment. However, Ofsted does not expect to see any specific frequency, type or volume of marking and feedback; these are for the school to decide through its assessment policy. Marking and feedback should be consistent with that policy, which may cater for different subjects and different age groups of pupils in different ways, in order to be effective and efficient in promoting learning.'

established as the most effective and efficient means to provide our pupils with feedback to improve outcomes.

PRACTICE:

Feedback will be given to pupils in three ways:

- 1. **Immediate** at the point of teaching; during the lesson;
- 2. **Feedforward** points children towards identifying errors / possible areas of improvements with a view to them improving for themselves; sets a task to practice skills;
- 3. **Summary** at the end of a completed task, investigation or longer piece of work.

Verbal Feedback

Immediate

Where at all possible, feedback should be immediate and verbal to provide children with the instant support / scaffolds they need to address misconceptions and or improve their work during a lesson.

Where verbal feedback is given during a lesson a teacher <u>can</u> indicate a conversation has taken place using **a stamper or by writing VF in a child's book**. If deemed appropriate the teacher may use annotations eq. 'punctuation' 'number reversal' as a record of the discussion.

Feedforward & Summary

A stamper or the letters VF may also be used as a feedforward or summary to indicate that the teacher has discussed points for improvement or a summary of the work with a child or a group of children. Again, abbreviations or a few words may be used as a record of the discussion. Verbal feedback may also be given to a whole class to indicate a range or errors, misconceptions or points for improvement. These may become the focus of the beginning of a subsequent lesson.

Written Feedback

In order to ensure written feedback is efficient and effective teachers should balance time spend writing feedback with the impact the feedback will have upon children. Written feedback should be used to promote reflection (metacognition) upon successes, address misconceptions, find simple errors / mistakes or encourage children to think about how a piece of work could be improved or redrafted.

Use of the school's "Fantastic Five" Dojo Reward learning behaviours can also be highlighted and commented on in written feedback.



Most written feedback will be recorded using a green pen.

Teachers will use a drawn magnifiying glass in green to prompt children to look a something in their work.

Teachers may identify something successful in a child's work, using a green pen, that they want the child to think about or reflect on. This might be a particularly effective word choice; remembering to use appropriate punctuation; the composition and effect of a paragraph; choosing particular vocabulary; setting out a calculation or a choice of method to solve a mathematical problem.

In mathematics, to extend pupils reasoning skills, a range of hashtags can be used to promote pupil thinking: #draw it; #explain it; #prove it #story it. See hashtag prompts for further detail.

Teachers will also use the magnifying glass drawn in pink to draw a child's attention to something that could be improved; is an error / mistake or shows misunderstanding.

With younger children simple symbols can be used to prompt the children:

- something is missing: a word, a number, a symbol, some punctuation;
- P p 4 + an error has been made: a capital letter is needed; a capital letter wasn't need; an apostrophe wasn't needed; the wrong symbol has been used; a number has been reversed;
- / a space is needed: a finger space is required between words;
- a dot to indicate something is incorrect in a calculation in mathematics.

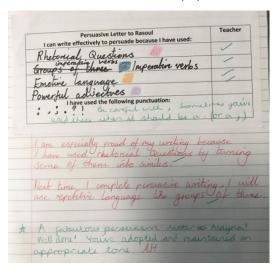
As children's confidence with responding to feedback improves, a pink line will be drawn to indicate something a child needs to think about. The pink line will indicate where the error is but leaves the child to work out what the error / improvement might be. This promotes metacognitive reflection.

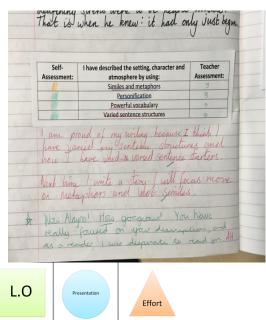
As children's confidence develops yet further, teachers will simply use a magnifying glass in the margin without any underlining. This challenges the pupil yet further to identify what the error is or area for improvement. If needed, prompts such as p (puncutation), sp (spelling) g (grammar) may be used in the margin alongside the magnifying glass. Further prompts will develop over time as this working practice is applied.

How much or little prompting is used in pink is entirely at the teacher's discretion and should first and foremost consider the child's needs rather than their age.

Success Criteria

Teacher generated or pupil generated success criteria may be used in any subject to support a pupil to reflect upon whether they have completed a task successfully, used appropriate content or adopted an appropriate strategy. Pupils will use red, amber and green colours to judge how successfully they have met the criteria. Where criteria are not met, a pupil and teacher may decide to make this the subject of a target for a future lesson. These should be recorded in a the back of a pupil book for them to refer back to in future lessons.





Teachers can will also ask pupils to use a square, circle and triangle to support pupils to think about the work they have produced. These need not be used in their entirety or in every lesson, but rather should be used appropriately, ensuring impact, to help pupils think about whether they have met the intended learning outcome; presented their work appropriately or made sufficent effort using a simple traffic lighting RAG. When used, in whatever combination, teachers should acknowledge pupil self assessment with a tick if they are in agreement or re colour code themselves RAG if they disagree.

Editing, Improving, Correcting, Reflecting

Where children in KS2 edit and improve their work they will be given a **purple pen** to do so. This will clearly show where editing, improving, corrections have been made by the pupil rather than the teacher. The children may also reflect on how they approached a task and any challenges, they might also reference Dojo Learning behaviours. This may be introduced in Year 2.

Titles, Learning Objectives, Dates etc.

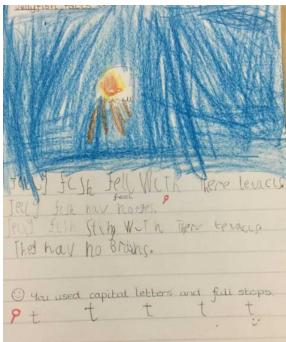
Written titles in books should be a short abbreviation of the learning objective. Pupils should not spend time writing out overly wordy unnecessarily long learning objectives. The full focus of a lesson or intended outcome can be given verbally to the children.

Long dates: Wednesday 27th December 2018 should be used in English lessons and shorter dates can be used in all other lesson: 2/12/18

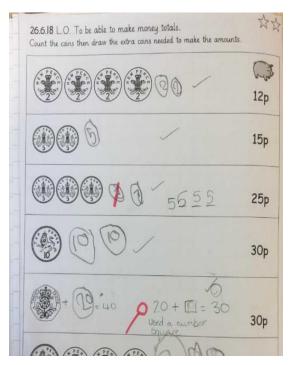
Examples

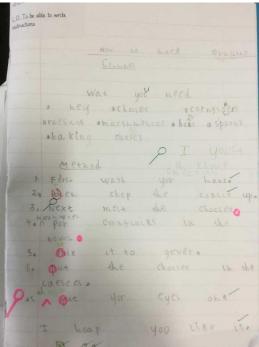
Reception





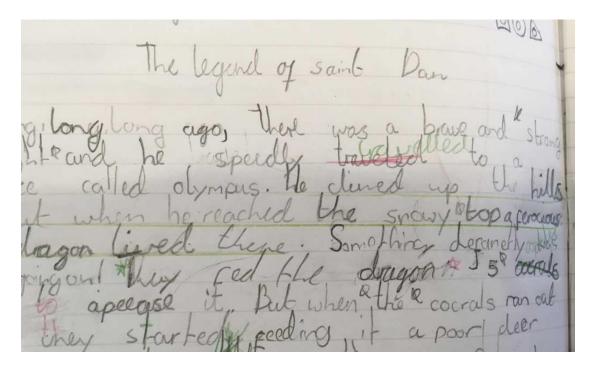
Year 1





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now to the trade crustian countries		Gan Gan
What You need	-	
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* wouldte	4	
A scroflakes	1	
· sugahas	1	
· marshallows & Verts	1	
a bowl	-	
4 SRoom		
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Nov Pris Control of the	el	
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the de constitute and the		
meanwhite my "the sie have and he w		

Year 2



bars: St. Bladon was out standed but he took it all and said shark you. He spent all the gold on one big big castle.

I think this is a good sentence because I have used lots of arrowing adjectives. I st. Bladon spent all that anazing gold on a gigantic golder and shing castle with lot's of butlers and maids. If

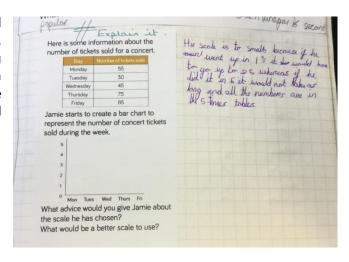
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	you think was you		urous adjective?	Advantu	Bus
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700			1 Doyo	, Reflect	ing

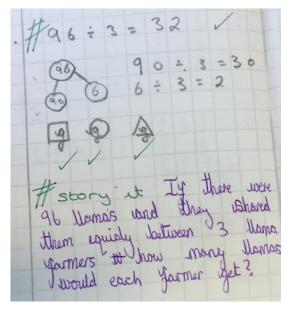
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Wate	h out	hers?	Can.	Joes	really	(Golt)	berg	caus:
He bottl	tramples es! He blink	does us?	flower the	blin hen	k! Do	d Sm you numal	asha asha asha	es now w agles
	you !							
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Contractio							1	he's.i
	ess suffixes		-				1.	1
Joined har							1	/

Ellies Dairy, Tuesday What a forstraking day that was! Sneeky Tuffy Tealy did of spoil the pir It all I I started after Tuffy Rilled that bird yestore You see, Tuffy had I never killed an animal before. So I the next day (boday) I burried the Eirdien a box and dug a hole to put the in We decided to low a funeral for the of course there was only us. Suddenly Tuff trampling over the flower bods to interface fundal then Dad histed, go a way, to poor tuffy! I felt I to Shocked who ever thought Tuffy would to the blink in the middle of the furterat? beganse I used the works Suddenly vamling and interrupt and dug a small hole to put the box in Before I put the box in the hole I placed in the hole wool in the box and then I patit 900 LW

Year 4

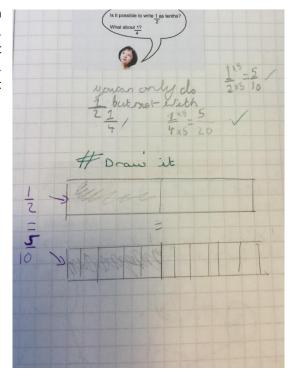
Maths - #Explain it – Use of the #Explain it symbol in Maths as an example of 'feedforward' marking. Children had completed a lesson on interpreting bar charts and looking at scale. They were then provided with a task to respond to at the beginning of the following lesson which required them to explain an answer to the question.



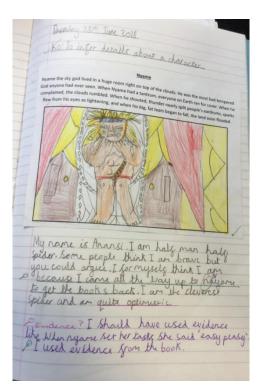


Maths - #Story it - Use of the #Story it symbol in Maths as an example of 'immediate' marking. Children had completed a lesson on division using the part/whole partitioning method. As an extension challenge, this child was asked to create a story to match one of the questions that they had completed.

<u>Maths - #Draw it - Use</u> of the #Draw it symbol in Maths as an example of 'feedforward' marking. Children had completed a lesson on equivalent fractions using the part/whole partitioning method. This child was asked to draw a diagram to support their answer to this problem-solving question.



<u>English Green and Pink Magnifying Glasses – Use</u> of the pink and green magnifying glasses to highlight errors or things that have been –done well. Focus in the lesson was on finding evidence in the text to back up inferences made about a character in the 'Story Thief'.



20: Mystem Story (cold write)

The Wind with whiched through the thick, wapy trees as right fell in the florest. Twisted wins whopped them solves up every tree town and a saped of localing Source Library Laures course the ground. In a dark he score of the florest, and a hard-wooding inventor titus-shopt in his creepy, old calori.

In his case, blue pints and hark should lay blue in on the wooden, chary floor. In a some of the room there sat a registerious, tin creature. The universer had been working on this for weeks but it still didn't work A small, but telented, little green fairly was futting in that fortuden faints. It same to the window of the casen workshop, and went inside.

It inspection all the scalled object on the floor and soon carrie past the crature. It the The fary took its time lapor it down inside the time crature... and Suddenly, it sound its length green yes and wondered of into the forest. The lowest squark inview it walked out of two door into the forest. The invientor slopend two snowing. Then he walke up. He saw that his orbit was musing. The military pat on his coot and picked up a nesty, make laster and on out of the house lasting for his master creation. He knew it couldn't have you far. But The invienter booked up where but it wasn't there

Soon he had some to a river, it was late at right and he could hear where shoulding, and there her sow her obot which had lost hear who would be hungay—borbing walves the hid bound a mussive, a log-surrounded by hungay—borbing walves the hid bound a mussive, a log-surrounded by hungay—borbing walves the hid bound a mussive.

<u>English – Marking Grids –</u> Use of marking grids for extended pieces of writing. Children given success criteria (available throughout the lesson) to self-assess. Children underline 3 examples of the success criteria in their work and then fill in the assessment grid using traffic light system. Teacher fills in right-hand side assessment grid.

Self- Assessment	Success Criteria	Teacher Assessment
	Use of Third Person e.g. she, he, the robot etc.	ALC.
	Use of imaginative descriptive language e.g.	-
	Consistent use of past tense.	1
The state of the s	Use of apostrophes for possession e.g. the robot's chair.	-

<u>English Green and Pink Magnifying Glasses – Use</u> of the pink and green magnifying glasses to highlight errors or things that have been –done well.

expand	door and walked into the deep dark yourse.
noun	Its the door closed the inventor woke up he peut
phrase.	his glasses on to see, He was petricied to
1	See his robot was gone, But he decided
	to give up, it ditn't work it needed
	police, but something worded him to go and
Fronter	look. Mearwhele, the robot walked through
advertial	the forest, he came past animals and bugs and
	many dangerous geats and after miles of but

Soon he had come to a river, it was late at night and he could hear wolves howling. and there her sow his robot which had lost a leg-surrounded by hungry-looking walves. He hid bothind a massive, dirty rock, hoping the wolves hadrit sported him. The inventor about his eyes and clenched his flits untill. CRUNCH! He looked back and

The Wind levily Whiched through the thick, every trees as right fell in the forest. Twistod wins wropped them selves up every tree trunk and a carpet of brown, enumbly leaves covered the ground. In a dark forest has corner of the forest, and a hard-working inventer that slept the comma in his energy, old cabin.

plew over the to the very clever inventor to check it he was not just provided sleep. Then it flew over to all the plans and equasions to see what was nown whithing the cracked, old walls From what this exist, little thing could here was some sort of hin thing which would be the Robot! Once short sinsect had found the vobot it flew in and sut the tiddle Once controls midget sized thing which its glowing feature could explore controls every aspect of the the rewest and most priceless in all. Suddenly, this tiny creature remembered something on the plan equasions he it had seen began haid "Powerlets" but now it to powerful.

Anymay back to business, this tiny insect of a creature had to go to the door an to the seacned leave. The robot was controlled to go to the door an door but it missed out one important command... do it quiety

1	Thursday 21 June
	Dialogue to advance arrior and show character A bead of swear Sound on Char's brow, as the sterm booking policeman creened the room. There was a liste inecident in the
	"N. no sir," A wany must eved under her
	"Last right before the der raid siren rang, where were you?" he asked wheth a senious tone.
	"I was playing which about and last his bogic, when Are Andrey came over which her bike, "merande resorted at Chas. "Unlikely stony!" Surgeons Green replied "We have reason to believe that you know about a missing machine out.
	"No we don't"
	This was esseries because it shows how And standard brown as how newwars she is

H 1 T	m / // /
Thursday 29th June 2013 Class protey	10 the whole prograph is about agol and this line has simplified in it and it doesn't go with it mall, so we could replace suchlight with meorified
	Sunlight in it and it done if will this line has
Class pat	we could replace and I I go with I well, so
CLOS PORKY	and surreget with montight.
V	
6T class poem – The Night Watch Guard	
In English today, each child wrote a line to be included in our class poem. Have a read and see what you think!	
I am the night watch guard:	
Heavy sky devouring the daylight greedily, The Inky black sea calling at the thought of war,	
The malicious waters below churning beneath my feet	
The sea clashing against the cliff as pieces of rock crumbling off the edge of the	
world, Day as dark as night, hoping day will save my night,	
Gloomy grave ghosts which awaken when at sundown	
Haunted clouds invading the world,	
Sinister heavens scrutinising the soldiers below, Dark sea crashing onto the rock solid cliff.	
Shallow stars weaving in the air.	
Sunlight penetrating the soulless sea, giving it life.	
Salty ocean with its vast waves crashing like a bullet to glass, Ocean crashing on the shore aggressively.	
I am the night watch guard:	
Salty, bitter taste of the sea like salt in a graze, Harsh saltiness from pearls of the North Sea.	
Gritty salt brushing against my lips.	
Salt encrusting on my white, white lips until scarlet drops will spill,	
Salt spreading like an everlasting virus, Bilter, salty ocean's breath spitting in my weary face,	
I am the night watch guard: The distant bombs drumming in my ears like a foghorn.	
My heart pounding, my ears ringing and my vision compromising as I stand in fear	
The harsh wind slapping me violently against my exhausted face	
The malice from the sea's heart growling at the cliff edge, The breeze viciously eating me like a lion eating its prey,	
Darting birds dancing over the choppy sea	
The howl of the freezing wind carrying songs and tales of war	
I am the ghost of the night watch guard!	
- Will the growt of the right Match guard)	
I like this sentance a lit as it has used a great adoubt and used personspection as sites don't devour daylight.	
and the land and the land	
your agrees and used personaprotron as skills	
gon't devour daylight.	
-0	