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Martin			23/1/18	
HoS				
Dominic	19/6/18	2.0	Redraft linked to action research	
Martin				
HoS				

## **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 Summary<sup>1</sup>); the Department of Education Teacher Workload Survey<sup>2</sup>; guidance from Ofsted<sup>3</sup> and an internal review of marking and feedback policy (including a period of action research) the following practices have been established as the most effective and efficient means to provide our pupils with feedback to improve outcomes.

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

<sup>&</sup>lt;sup>1</sup> https://educationendowmentfoundation.org.uk/public/files/Publications/EEF\_Marking\_Review\_April\_2016.pdf

<sup>&</sup>lt;sup>3</sup> 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.'

### **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 can 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 eg. '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.

Most written feedback will be recorded using a green pen.

Teachers will use a drawn magnifiying glass in green to prompt children to look at 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:

- <u>^</u> 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.

Persuasive Letter to Rasoul	Teacher
I can write effectively to persuade because I have used:	/
Rheborial Questions Groups of three m/mperatire verbs	/
Group's of three mperature verbs	-
Emotive language #	1
Powerful advectives	
I have used the following punctuation:	Charles and C
I have used the following punctuation:  1. Be careful with, some	Lines you
used thise when it should be a	· (or a ;
I am especially proud of my writing be I have used intervial Questions & Some of them into similes.	ecause y turnin
some of them into similes.	
Next time I complete persuasive writings who groups	ing 1 u
use reactibie Impurage like aroup	Oof the
	1
	2 Alduna
A fabulous persuasive letter a Will don! You've adopted and man	2 Alayna

Self- Assessment:	I have described the setting, character and atmosphere by using:	Teacher Assessment:
No.	Similes and metaphors	9
100	Personification	9
1/1	Powerful vocabulary  Varied sentence structures	9
how I	have used & varied sentence	
Next time	Twite a story will for apphors and not similes	us mor



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**

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.

## Titles, Learning Objectives, Dates etc.

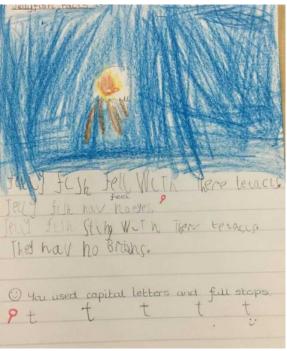
Written titles in books should be a short abbreviation of the learning objective. Pupils should not spend time writing out overly wordy unnecessarily long learning objectives. The full focus of a lesson or intended outcome can be given verbally to the children.

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

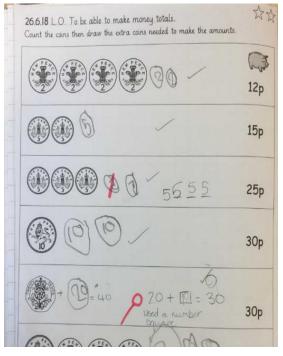
# **Examples**

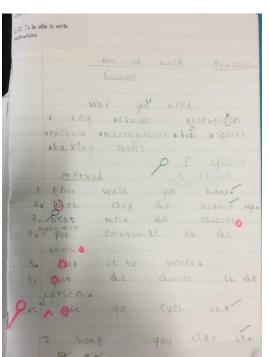
## Reception

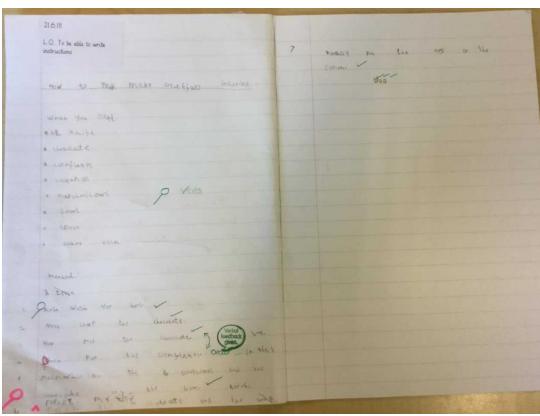




### Year 1







The legand of saint Dan

glonglong ago, there was a brave and strong
Leand he respectly traveled the traveled when he reached the snow otopagement
lagon lived there. Something definely will
pring on they can the dragon of 58 across
to aperose it. But when the cocras ran out
they started greeding it a poor deer

bus: 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 seatence because I have used lats of amazing adjectives. I St. Bladon spent all that amazing gold on a gigantic golder and shiny castle with lat's of butlers and maids. I

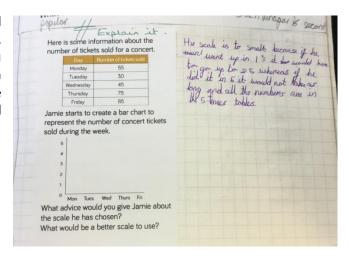
/hat do	you think was		ext and when the control of the cont	suddive? Adv	en y
	w edit the sect				
to the Shi	gether Short metal	the fores	y far dov er for	Re Re	bouck ve W lovel
	0				

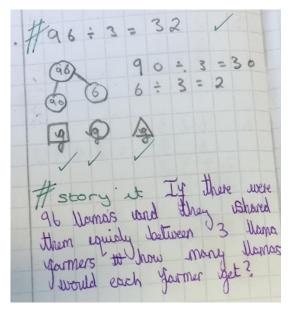
10: Ville a character description
Wanted: Tuffy Killer cat
Tuffy is a Soft, black and ginger Cat who has I painty begears! Tuffylis stripy and he has sharp purs beware held has no collar.
watch out herst really spirit cat because he kills birds. He can Joet really flabbergasted.
He tramples on flower beds and Smashes bottles! He does I the blink! Do you know what the blink is? It's when an animal wiggles it's butt!  If you see him call the animal catche and you will get a reward.
Success criteria  ?!, and '  Adjectives  Me Teacher
Conjunctions Contractions -ful -ly -less suffixes Joined handwriting
-ful -ly -less suffixes

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

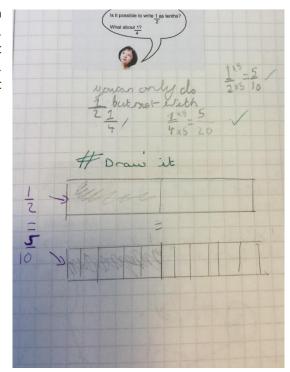
Maths - #Explain it – Use of the #Explain it symbol in Maths as an example of 'feedforward' marking. Children had completed a lesson on interpreting bar charts and looking at scale. They were then provided with a task to respond to at the beginning of the following lesson which required them to explain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



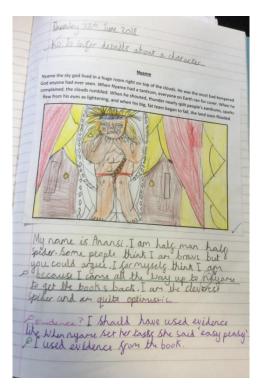


Maths - #Story it - Use of the #Story it symbol in Maths as an example of 'immediate' marking. Children had completed a lesson on division using the part/whole partitioning method. As an extension challenge, this child was asked to create a story to match one of the questions that they had completed.

Maths - #Draw it - Use 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</u> — Use 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 wind winded through the thick, way trees as sight fill in the florest tribule wine surposed them solves up every tree tower and a largest of brown. Investly lower count the ground to a dark he some of the forest, not a hard wooding inventor total slight in his creepy, old cabin.

In his case, blue pint and hark should be the in on the wooden, chary floor. In a some of the room there sat a registerious, time creature. The univerter had been working on this for weeks but it still didn't work I small, but telented, little given fairly was futting in that fortuden fairly sas futting in that fortuden fairly sas futting in that windows of the costin workshop, and went inside.

It inspected all the scalled object on the floor and soon larve past the creature. It the the form took its time before it doind inside the time tooker. It doind inside the creature... and Suddenly, it against the hight green eyes and windered of into the forest. Since it was made at time, it made a terrible squak where it walked out of the door unto the forest. The inventor Sopput store snaring. Then he walke up. He saw that his obsort was musing. The mounter pat on his scoot and picked up a rusty, more barten and an out of the house lasting for his master creation. He knew it couldn't have gon for But The inventor booked up where but it was it 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—borling walves to hid bound a mussive, a log-surrounded by hungay—borling walves to hid bound a mussive, a log-surrounded by hungay—borling walves to 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.	755
	Use of imaginative descriptive language e.g. powerful verbs, expanded noun phrases etc.	-
and the second second	Consistent use of past tense.	200
Marie Control	Use of apostrophes for possession e.g. the robot's chair.	-

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

1	door and walked into the deep doort Sprist.
expand	ea ·
noun	As the door closed the inventor woke up he peur
phrase.	hus glasses on to see, he was petricis to
	see his robot was gone, but he decided
	to give up, it ditn't work it needed
	police, but something words him to go and
Frontes	look. Mearwhile, the robot walked through
advertia	the forest, he came past animals and bugs and
	many dangerous feats and after miles of but
1	

Soon he had come to a river, it was late at night and he could hear wolves howling. and there her sow his what which had lost a leg-surrounded by hungry-looking walves. He hid bothind a massive, dirty rock, hoping the wolves hadrit spotted 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 we what we whithin the cracked, old walls From what this exist, little thing could there was some sort of tim thing which would be the Robet. Once insect had found the votot it flew in and sut the total once controls arrenty aspect of the the rewest and most priceless in all. Suddenly, this tiny creature remembered something on the plan equasions he it had seen befor haid "Poucelest." but now it it powerful.

A number look to butsness, this tiny insect of a creature had to go to the search lease. The robot was controlled to go to the door and door but it missed out one important comand... do it quietly

1	Thursday 21 June
	Dialogue to advance arriot and show character  A bead of swear Sound on Char's brow, are the sterm booking policeman ensend the room.  There was a liste inecident in the
	"N. no sir." A wadney meeted under her
8	"Last night before the der raid siren rang, whome were you?" he asked which a senious ton.  "I was playing which show and loss his
	"Unlitely stony!" Sengeaus Green replied "We have reason to believe that you know about a missing washine gus.
	"No we don't"
	This was essents because it shows how And startened because as how nevious she is.  No sur we do not know anything about a machine gen.

Thursday 29th June 2018 Class protey	10 The whole pragraph is about eight and this line has surjected in it and it about the go with it wall, so we could replace surject with reconsist.
Thursday Agen June 2010	I wan pungiagn is about sight and the
V	Sunlight in it and it doesn't no it is it
Class oration	we could replace supplied , if with it well, so
	will meonlight.
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 quard:	
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.	
Bitter, 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, Darling 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!	
11111-21 11-111	
I like this sentonce a let as it has used a great about and used personipotion as skeep don't devour daylight.	
great adurab and used personalization we seems	
don't down a doubted from the	
ton t esente majugat.	