



| Revision Record of Published Versions | | | |
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| Dominic Martin HoS | 18/1/18 | 1.0 | Interim – approved by Governors 23/1/18 |
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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 established as the most effective and efficient means to provide our pupils with feedback to improve outcomes.

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

² https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/592499/TWS_2016_FINAL_Research_report_Feb_2017.pdf see page 96
https://educationendowmentfoundation.org.uk/public/files/Publications/EEF_Marking_Review_April_2016.pdf p6

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*.'

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 of 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 magnifying 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:

- **^** 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.

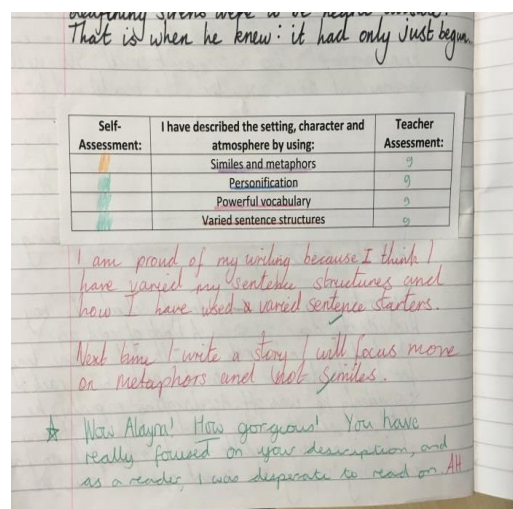
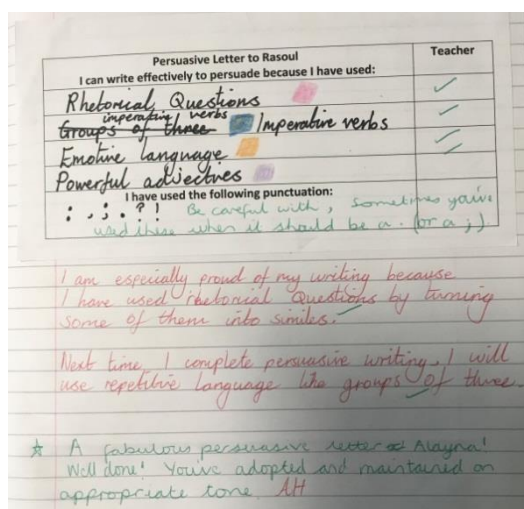
As children's confidence with responding to feedback improves, **a pink line will be drawn** to indicate something a child needs to think about. The pink line will indicate where the error is but leaves the child to work out what the error / improvement might be. This promotes metacognitive reflection.

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 (punctuation), 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 sufficient 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.

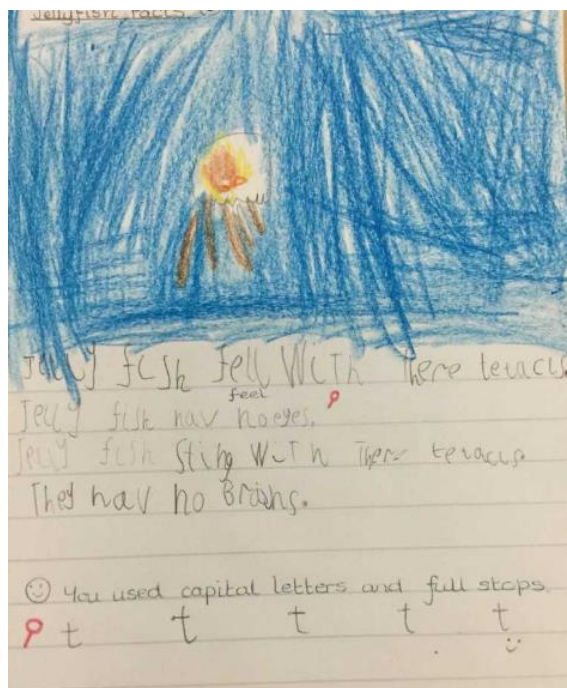
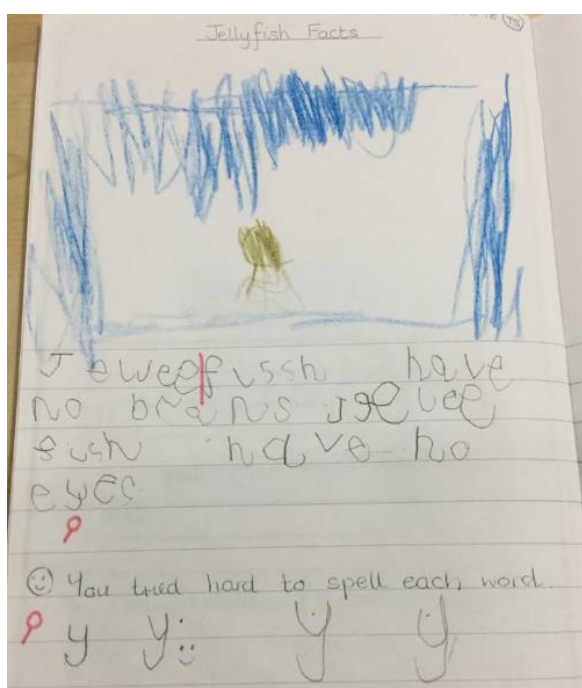
Titles, Learning Objectives, Dates etc.

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


Examples

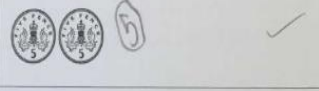
Reception




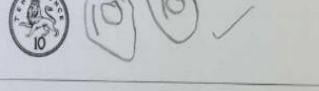
Year 1

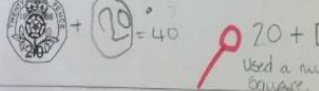
26.6.18 L.O. To be able to make money totals.
Count the coins then draw the extra coins needed to make the amounts.

12p
 ✓

15p
 ✓

25p
 ✓ 50 50

30p
 ✓

30p
 20 + 10 = 30
 Used a number square

L.O. To be able to write instructions

How to make Crumble

What you need

- half a chocolate
- cornflakes
- raisins
- marshmallows
- butter
- spoons
- baking cases

I need

Method

1. First wash your hands.
2. Then chop the chocolate up.
3. Next melt the chocolate.
4. Then for cornflakes in the bowl.
5. Mix it to get a gooey.
6. Put the chocolate in the chocolate.
7. Put your eyes on it.

I hope you like it.

21.6.18 L.O. To be able to write instructions

How to make Crumble

What you need

- half a chocolate
- cornflakes
- raisins
- marshmallows
- butter
- spoons
- baking cases

Method

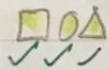
1. First wash your hands.
2. Then chop the chocolate up.
3. Next melt the chocolate.
4. Then for cornflakes in the bowl.
5. Mix it to get a gooey.
6. Put the chocolate in the chocolate.
7. Put your eyes on it.

Verbal feedback given

The legend of saint Dan

Long long ago, there was a brave and strong knight and he ~~traveled~~ ^{travelling} to a place called Olympus. He climbed up the hills at which he reached the snowy top a ferocious dragon lived there. Something ~~degenerately~~ ^{degenerately} ~~was~~ ^{was} ~~going on!~~ ^{they} fed the dragon. ~~50~~ ⁵⁰ ~~coconuts~~ ^{coconuts} to appease it. But when the coconuts ran out they started feeding it a poor deer.

pocket and given out 2,000 gold coins and gold bars. St. Bladon was outstretched but he took it all and said thank you. He spent all the gold on one big, big castle.



* Fantastic description.

I think this is a good sentence because I have used lots of amazing adjectives.

St. Bladon spent all that amazing gold on a gigantic, golden and shiny castle with lots of butlers and maids.

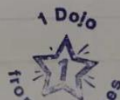
Why do you think I like this sentence?

I used an exclamation mark
and the adverb suddenly.

What do you think was your most adventurous adjective? Adventurous

Now edit the section in pink:

Together they ran back to
the snowy forest down the wet
slimy path passing and
the metal ladder for a lovely



Reflecting

26.4.18

LO: Write a character description

Wanted: Tuffy, Killer cat

Tuffy is a soft, black and ginger cat who
has pointy big ears. Tuffy is Stripy and he
has sharp paws. Beware he has no collar.

Watch out he's really spiteful cat because
he kills birds. He can get really flabbergasted.

He tramples on flower beds and smashes
bottles. He does the blink! Do you know what
the blink is? It's when an animal wiggles its
butt!

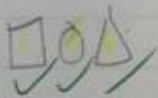
If you see him call, the animal catches
and you will get a reward.

| Success criteria | Me | Teacher |
|-------------------------|----|------------|
| ?!, and ' | ✓ | ✓ |
| Adjectives | ✓ | ✓ |
| Conjunctions | ✓ | ✓ |
| Contractions | ✓ | he's, it's |
| -ful -ly -less suffixes | ✓ | ✓ |
| Joined handwriting | ✓ | ✓ |

My most adventurous adjective is spiteful

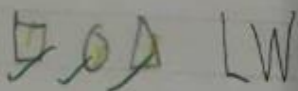
Ellie's Dairy, Tue. 5 day

What a forstrating day that was! Sneezy Tuffy really did not spoil the birdy's funeral. It all started after Tuffy killed the bird yesterday. You see, Tuffy had never killed an animal before. So the next day (today) I buried the bird in a box and dug a hole to put the box in. We decided to have a funeral for the birdy. Of course there was only us. Suddenly Tuffy came trampling over the flower beds to interrupt the funeral. Then Dad hissed, go away, to poor tuffy. Tuffy decided to do the blink! I felt so shocked! Who ever thought Tuffy would do the blink in the middle of the funeral?



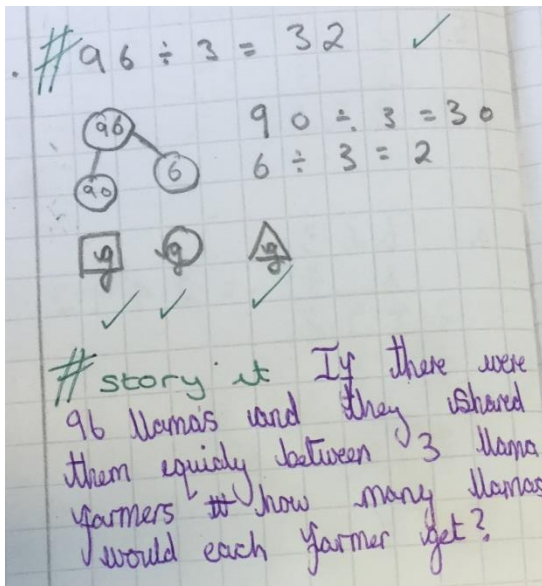
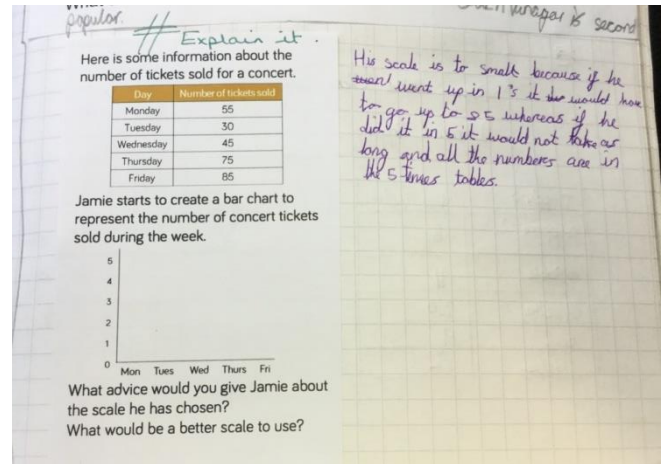
I think this is my best sentence because I used the words Suddenly, trampling and interrupt

Edit: I placed the bird ^{gently} in a box and dug a small hole to put the box in. Before I put the box in the hole I placed soft cotton wool in the box and then I put it in the hole.



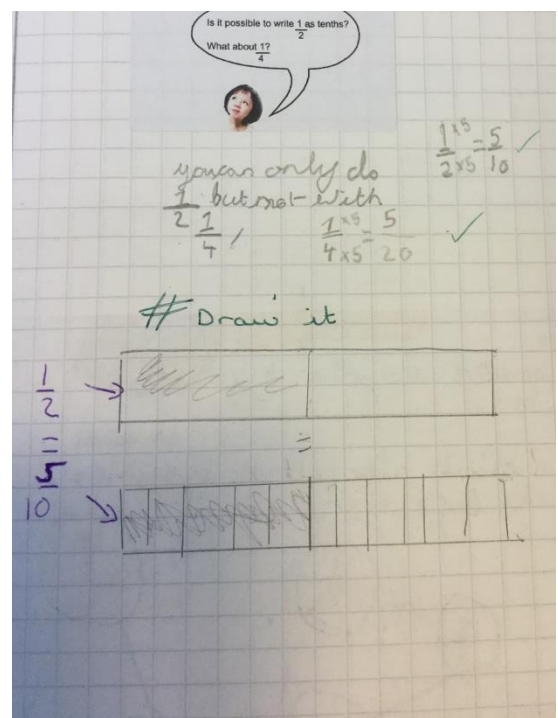
Year 4

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.

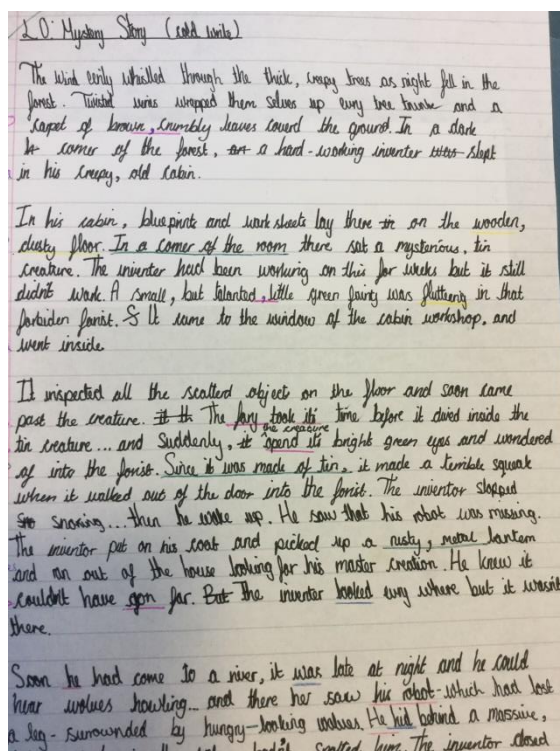
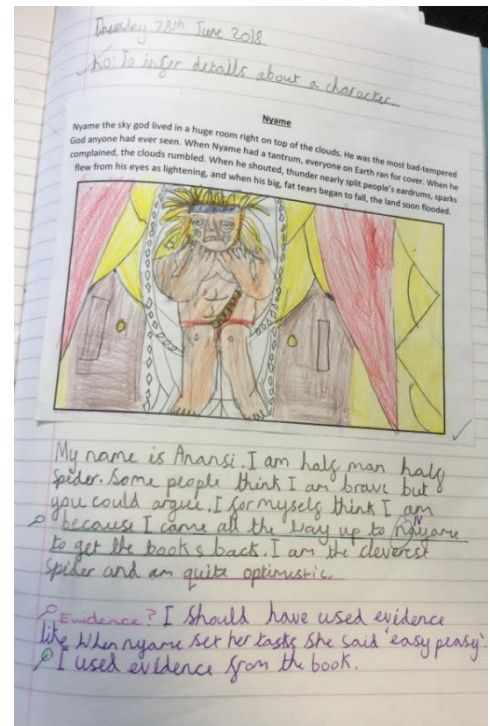


Maths - #Story it – Use of the #Story it symbol in Maths as an example of 'immediate' marking. Children had completed a lesson on division using the part/whole partitioning method. As an extension challenge, this child was asked to create a story to match one of the questions that they had completed.

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.



English Green and Pink Magnifying Glasses – 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'.



English – Marking Grids – 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.

| Writing a Mystery Story (Cold Write) | | |
|--------------------------------------|---|--------------------|
| Self-Assessment | Success Criteria | Teacher Assessment |
| | Use of Third Person e.g. she, he, the robot etc. | |
| | Use of imaginative descriptive language e.g. powerful verbs, expanded noun phrases etc. | |
| | Consistent use of past tense. | |
| | Use of apostrophes for possession e.g. the robot's chair. | |

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

expanded noun phrase. As the door closed the inventor woke up, he put his glasses on to see. He was petrified to see his robot was gone. But he decided to give up, it didn't work it needed power, but something urged him to go and look. Meanwhile, the robot walked through the forest, he came past animals and bugs and many dangerous beasts and after miles of water.

good powerful vocabulary. Soon he had come to a river, it was late at night and he could hear wolves howling... and there he saw his robot - which had lost a leg - surrounded by hungry-looking wolves. He hid behind a massive, dirty rock, hoping the wolves hadn't spotted him. The inventor closed his eyes and clenched his fists until... CRUNCH!! He looked back and

I forgot the comma. The wind eerily whistled through the thick, creepy trees as night fell in the forest. Twisted vines wrapped themselves up every tree trunk and a carpet of brown, crumbly leaves covered the ground. In a dark corner of the forest, ~~at~~ a hard-working inventor ~~was~~ slept in his creepy, old cabin.

expanded noun phrase. shut. control. flew over ~~to~~ to the very clever inventor to check it. he was not just pre-sleep. Then it flew over to all the plans and equations to see what was within the cracked, old walls. From what this evil, little thing ^{could} ~~was~~ there was some sort of tin thing which would be the robot! ^{when} Once an insect had found the robot, it flew in and saw the tin tin. Once a tiny nidget sized thing with its glowing features could explore control every aspect of ~~the~~ the newest and most priceless in all. Suddenly, this tiny creature remembered something on the plan equations he it had ~~seen~~ ~~before~~ said "Powerless." but now ~~it~~ ~~is~~ the powerful.

Anyway, back to business, this tiny insect of a creature had to go to the secret base. The robot was controlled to go to the door and door but it missed out one important command... do it quietly.

Year 6

