



Christleton Primary School
Be the best you can be

Feedback Policy

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Policy Reviewed	
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Signed Head teacher	
Signed Chair of Governors	

Christleton Primary School Feedback Policy

What is Feedback?

At Christleton Primary School 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 precisely positioned and delivered regularly in each aspect of the lesson. All feedback should have a positive tone. It should be specific, clear and appropriate in its purpose and productive in its outcomes. The best feedback, whether it is written or verbal, will give pupils a clear sense of how they can improve, with pupils responding and making progress as a result.

Purpose of Feedback:

In constructing this policy, Christleton Primary School staff have considered the following factors:

- Why has work been marked?
- Who is it for?
- Can the child access the feedback given?
- How does it promote learning?
- Has it been effective?
- Have children responded appropriately?
- Is this marking necessary?

Key to Feedback:

Children must be clear about what they are doing well now, where they are aiming to get to and more crucially how they close the gap between the two.

We know from research and experience, that 'marking' can consume most of a teacher's time outside of lessons; therefore we have considered workload when writing this policy. When thinking about feedback and marking, if it is not useful for the pupils themselves, or for the teacher, then the 'purpose' of marking could be questioned.

The **aims of feedback** at Christleton Primary School

- To help pupils make progress.
- To provide strategies for pupils to improve.
- To give pupils dedicated time to reflect upon their learning and put effort in to make improvements.
- To inform planning and structure the next phase of learning.
- To facilitate effective and realistic target setting for pupils and/or the teacher.
- To encourage a dialogue to develop between pupil and teacher.
- To encourage pupils to have a sense of pride in their work.
- To encourage pupils to perfect presentation.
- To correct mistakes with a focus on literacy and mathematics skills and strategies.

The **core principles of feedback** at Christleton Primary School

- Feedback should be timely and respond to the need of the individual learner so that they can actively engage with the feedback.
- A dialogue, both verbal and written, should be created between the teacher and pupil. When marked books are returned to pupils, it is essential to allow time (DIRT: Dedicated Improvement and Reflection Time) for pupils to read the comments and engage with the feedback.
- Pupils should be encouraged to assess their own work against steps to success which may have been provided, created individually or created collaboratively.
- Peer and self-feedback are valuable tools for learning that should occur regularly, after careful structuring by the teacher.
- Check-it time is provided for children to review, edit and improve their work and respond to feedback.

Why is assessment so important at Christleton Primary School?

- It gives meaningful feedback to the child.
- It maximises learning potential when done correctly.
- The child is at the centre of learning.
- Supports the child to learn how to be the best learner they can be.
- Informs learning by highlighting areas for development, enabling the child to establish clear 'next steps'.
- Is integral to the planning of future lessons and inform progress assessments.
- Facilitates and improves communication between teachers and TAs'.

What should feedback look like in the classroom?

- Dialogue – everyone talking about their learning and next steps.
- Learning continually being evaluated and adapted.
- Ongoing observations of children.
- Children clear about where they are now, where they need to get to (next steps) and most crucially, how to 'close the gap' between the two.
- Children as active learners.
- Questioning between pupils and adults.
- Regular learning conversations within lesson with individuals, groups and whole class.
- Children developing an understanding of what quality learning looks like.
- Ongoing modelling of and coaching in self/peer assessment.

Methods of Feedback:

Verbal with Written

Through observations, class discussions and individual pupil interviews, it has been established that verbal feedback is the most effective form of feedback in helping the child to understand where they have succeeded and what they must do to continue to improve. The impact is maximised when followed by a summary conclusion recorded in an age appropriate manner enabling the student to track and monitor their own progress towards achieving their goal. Where possible, this summary of next steps should be written by the pupil during the feedback session.

The quality of the feedback is crucial; using higher order questioning, modelling and exemplification should not be reserved until the completion of a piece of work. Indeed, such feedback given whilst the work is ongoing enables the child to immediately experiment with, develop and implement the new targets.

Verbal

Shares all the benefits of verbal with written but lacks the recorded element. This may be deployed in very informal situations and as immediate response. We do not require teachers to write 'VF' in books where verbal feedback has been given but when followed up with pupils, they should be able to articulate what their next steps were, but more crucially how they can improve that piece of learning or apply it to another piece.

The **type and frequency of verbal feedback** at Christleton Primary School

- This is the most frequent form of feedback.
- It has immediacy and relevance as it leads to direct pupil action.
- Verbal feedback may well be directed to individuals or groups of pupils; these may or may not be planned for.

Written Marking Notes

This should be used with caution. We have discussed the use of praise within this and ensuring we only praise when effort and children's best has truly been put in related to individual pupils. To praise a piece of learning, house points should be awarded. Where written feedback is used, it should be recorded in a manner suited to the ability of the child to ensure they have full comprehension of its meaning. Time must always be factored into a lesson for the child to read and respond to the comments. If comments are not read by the child, there is no purpose for them at all, unless they are intended for another adult (i.e. in a class share) **Note:** if followed by verbal feedback and explanation, its benefit can be enhanced.

Written feedback is always provided in **GREEN** pen. Dots are used in the margin of a piece of work to indicate a correction is needed on that line.

Type and frequency of written feedback at Christleton Primary School

- There are two types of written feedback: detailed and maintenance.
- The frequency of each type of feedback will vary between subject and key stages, be professionally determined by teachers, and model all aspects of our presentation/handwriting expectations.
- Subjects which are more practical may have less written feedback.
- Detailed feedback will clearly identify the strengths and areas for improvement that pupils will then act upon. This will usually happen once per week.
- Maintenance issues may identify specific issues such as key words, presentation issues, spellings, handwriting, letter formation etc.; pupils should act upon these immediately and in the subsequent work. Spelling corrections are to be re-written three times by the child under the completed work. The correct spelling should be provided to the child by the adult.

Child Led Feedback

The following forms of child-led feedback are vital. However, in every class, these types of feedback must be explicitly taught, reviewed and become an integral part of the learning process.

Self-Marking

Completed within the lesson, self-marking provides children with immediate feedback enabling them to correct work, check methodology, seek advice or support and make improvements while the objective and process are most relevant. We encourage self-marking to take place in mathematics in particular, giving the teacher time to use this feedback to plan the following lesson effectively.

Self-Review, Assessment and Evaluation

Marking their own work allows time to reflect upon their own progress towards achieving personal targets helping them to take control of their own learning. For effective self-review to take place, they should review their work against set steps to success or previous next steps. This also gives an opportunity to the learners to reflect on their learning, thinking through the learning traits that were necessary and consider how effectively they were used. More importantly is how they then use this information to improve their learning.

Self-Review Against the Objective

Children are encouraged to self-assess against the objective or skill of the lesson being taught. They demonstrate this through a face drawn by the side of the Can I ... statement.



The **type and frequency of self feedback** at Christleton Primary School

- Similar to peer feedback, pupils need an explicit and clear structure to identify their learning needs

- Teachers should both help uncover and share the elements of success in learning where appropriate
- 'Steps to Success' support the children in self assessing their work and understanding how they may improve further.

Peer Feedback

Provides opportunities for children to write for a different audience, consider their own targets in more detail, develop the 'language of learning' required to progress in their own targets, and to see the work of others, exposing them to exemplification of higher standards of work. Feedback may be verbal or written. Dialogue about learning is an important skill that we seek to develop throughout school. Where a child leaves feedback in another child's book, the child-reviewer initials any comments made. As with the self-review, peer feedback should be given against a set of steps to success or previous next steps. At Christleton we appreciate that in order for peer feedback to be effective, it is essential that adults' model and coach pupils in these skills

The type and frequency of peer feedback at Christleton Primary School

1. This is shown by research to be one of the most effective modes of feedback. Effective peer feedback is rigorously structured and modelled by the teacher.
2. Written peer feedback should be clearly titled and identified as 'Peer Feedback' and should include the name of the pupil providing the feedback.
3. Pupils are taught the skills, over time, to effectively peer assess one another. These skills are taught and modeled by all teaching staff.

Formative & Oral Formative Feedback Strategies at Christleton Primary School

In order for a consistent and collective approach to providing strong feedback in lessons, the following list of strategies has been compiled.

Formative & oral formative strategies, such as:

- Group Guided or Shared Activities.
- Teacher / Pupil sharing/modeling.
- Think/Pair/Share.
- One-to-one sessions.
- Post-it Responses.
- The ABC Strategy (agree with...build upon...challenge...).
- Visible Learning strategies through Explain Everything (iPad provisions).

English & Mathematics Feedback

- If the literacy standards of our pupils are going to improve appropriate and targeted feedback must be provided.
- For pupils to take pride in their work they must realise that spelling, grammar and punctuation are not just important in English lessons, but are essential for successful communication everywhere and should be evident across the curriculum.
- Within mathematics written feedback may be useful to demonstrate or clarify methods.
- In order to maximise impact it is important that feedback **differentiates between pupils' mistakes and misunderstandings**. A mistake is due to carelessness or failing to apply a routine method correctly, whilst a misunderstanding is due to incorrect reasoning, or applying a concept incorrectly. Identifying the difference is important as they require two different feedback styles.
- Feedback will be monitored by subject leaders and the SLT.

Individual Targets

- It is vital that children understand their successes and their points for development, and that they have ownership of these.
- In writing, children have individual targets kept in their books that allow both the teacher and the pupil to identify where key targets have been met, and which areas require further work.

Blue Pens

Where ability allows and appropriate to the context, children respond to all types of feedback by improving their work, indicated by the use of 'Blue Pens'. They are also encouraged to use a blue pen to draft, edit and improve their work.

Boost sessions

If additional boost sessions are provided due to a child not achieving the objective or requiring additional support the work is completed in **BLUE** pen. These sessions may often take place during assembly periods or the afternoon. Alongside the piece of work **boost** is written with the initials of the adult working with the child. These sessions may also be used to provide targeted support for children who have been identified as being 'at risk' of not meeting their individual learning targets.

Monitoring and Evaluation at Christleton Primary School

- Clear expectations for presentation, feedback and content are shared with all teaching staff.
- Visual representations of presentation expectations are provided in all classrooms.
- Visual expectations of marking are provided within all classrooms.
- Subject leaders undertake quality assurance to ensure feedback is allowing all pupils to progress in their learning. This quality assurance may involve informal conversations or formal interviews with pupils and staff, book talks, work celebrations, moderations, learning walks, lesson observations, book monitoring etc. This monitoring is further quality assured by the SLT.
- The SLT has robust and regular monitoring processes which are embedded into the schools routine. Using a range of monitoring methodology and strategies the SLT monitor standards and progress across all subject areas. Feedback is provided at an individual staff and whole school level.

Ongoing Research:

- We are continuing to experiment with different ways of improving the effectiveness of feedback. In particular, methods are being explored, analysed and developed to maximise opportunities for different types of verbal feedback within each lesson and to ensure that it is factored into weekly plans as an integral and effective part of teaching and learning.