

# St Silas Church of England Primary Academy



## Feedback Policy

2020-2021



## Feedback Policy

*'It is much healthier to think of marking as feedback which supports progress over time. Evidence of progress over time is much more powerful than over-marking, which goes nowhere.'* (Myatt, 2018)

### Vision Statement

St Silas CE Primary Academy is committed to providing relevant and timely feedback to pupils both orally and in writing, which is underpinned with the most relevant and up to date research. This policy is concerned with ensuring a consistent approach to feedback across the school to ensure the involvement of children in extending their own learning.

### Policy Aims

- To provide a common framework for feedback so that a consistent approach is used by all staff, throughout school, in order to ensure that all children progress.
- To set out expectations for high quality feedback and provide a coherent picture of effective practice, underpinned by research.

### Three Principles of Marking and Feedback

#### MEANINGFUL:

- Marking and feedback should be meaningful to the individual child
- How to mark will vary by age group, subject and what works best for child and teacher in relation to that piece of work
- Approaches may be adjusted to meet the needs of that particular lesson and to ensure good progress is made
- The most important person in deciding what the most effective marking is in each particular lesson is the teacher

#### MANAGEABLE:

- Marking and feedback must be manageable for both the teacher and children
- Feedback can take the form of spoken or written marking and self-assessment – teachers should exercise their professional judgement about the type of marking to use in order to ensure progress is made

#### MOTIVATING:

- Marking should help to motivate children to progress – this **does not** have to mean in depth comments; short challenging comments, verbal feedback or the identification of issues/areas of strength when teaching the next lesson are as effective
- Motivation must also include the valuing of efforts made and celebration of success – these may be shared as a whole class and the start of the next lesson

### Purpose of Feedback and Assessment

- To inform the teacher of a child's attainment and therefore inform future planning
- To inform a child of how well they have done and what they need to do next
- To motivate a child through celebrating success

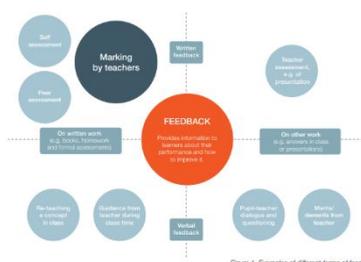


Figure 1. Examples of different forms of feedback.

*"Providing feedback is one of the most effective and cost effective ways of improving pupil's learning...on average the provision of high-quality feedback can lead to an improvement of eight additional months' progress over the course of a year."* (EEF, 2016)

## Principles

At St Silas we aim for high quality teaching and learning. At the heart of this is effective feedback and assessment which we use to inform our planning for all. This becomes an **'Assess-Plan-Teach'** cycle.

- There is a consistent and manageable method of feedback, assessment and pupil response through the school
- Work is assessed promptly and feedback given as close as possible to the time of the work being completed, including within the lesson
- All adults working with the children are involved in giving feedback
- Children are given opportunities to respond to feedback and to make improvements to their work
- Clear strategies for improvement are given
- Feedback and assessment are used to inform future planning and target setting

**Teachers will record their feedback on a whole class feedback form at the end of each lesson (Appendix A).**

**Work is assessed and feedback is given in a variety of ways:**

- *Live feedback within a lesson*
- *Small-group and one-to-one conferencing after a lesson / Same Day Intervention*
- *Whole class feedback*
- *Self and peer-assessment*

## Marking Codes

😊	Learning objective achieved
😞	Learning objective not achieved
G	Guided Group Work
PA / SA	Peer-Assessed / Self-Assessed
✓	Correct
✓✓	Exceptional
?	Check for errors
SP	Incorrect Spelling

- Children's work will be marked to the learning objective – and success criteria where appropriate
- Marking of spelling, punctuation and grammar in addition to the learning objective should focus on key words or subject specific vocabulary for the lesson and also reflect the child's ability
- Any corrections made by the child will be made in green pen

## Live Feedback

*Feedback which occurs after the lesson has taken place is not nearly as effective as feedback given during the lesson. When feedback is carried out during the lesson it encourages the teacher to give feedback which is diagnostic, closing in on specific areas to improve. Children are then able to improve their learning by acting on the feedback.*

- Live feedback allows a teacher to check that each child has the correct level of challenge: misconceptions can be identified and addressed, small errors corrected and additional stretch can be given where appropriate
- Live feedback is time-effective and reduces the need for marking at the end of the day. This in turn frees up time to plan for the next day
- Live feedback can be written or verbal, with appropriate annotations where necessary for future reference for the child
- Improvement and amendments of mistakes should then be seen in real time
- Whole class misconceptions, picked up by live feedback, can be dealt with immediately

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*'Loving God and one another, we work together to be the best we can be'*



## Whole Class Feedback

It is the teacher's responsibility to check the pupil's work at the end of the lesson. This way, the teacher can quickly ascertain which children need further support to keep up with the learning and whether any whole class feedback needs to be given during the next lesson. Notes are made on the Whole Class Feedback Sheet (Appendix A) about the progress of children.

Time will be spent before the next lesson addressing misconceptions, sharing good examples and discussing next steps. Teachers may also model the feedback process. This will support peer and self-assessment strategies such as:

- Marking one piece of work as a group/class to address misconceptions and teach assessment procedures
- Show two pieces of work and discuss the differences

## Self-Assessment

- Children assess their learning in green pen and have opportunities to correct as they go along
- Children are given answers/answer sheets/success criteria to ensure accuracy of marking
- When self-marking, children include a reflective comment on their work relating to the learning objective  
*E.g. 'I remembered my capital letters and full stops. Next time, I will try to use more adjectives.'*  
*'I can add fractions when they have the same denominator.'*
- When work is self-assessed, teachers will look at books to check for accuracy and plan next steps for individuals and groups of children

## Peer-Assessment

- Children mark a partner's work using green pen, answer sheets or success criteria
- Children give feedback and this is recorded by the child receiving the feedback.  
*E.g. '\_\_\_\_\_ said that I needed to remember commas after fronted adverbials.'*
- The child receiving the feedback will also write the name of the child who marked their work
- When work is peer-assessed, teachers will look at books to check for accuracy and plan next steps for individuals and groups of children

## Subject Specific Feedback

### MATHS:

**Whenever possible, feedback should be carried out in the lesson either by:**

- **Live feedback**
- **Small-Group / One-to-One Conferencing**
- **Peer / Self-Assessment**
- No learning objectives are required on maths work but will be shared with children at the start of each session. The marking codes above will still be used
- In line with the Mastery approach, no child who has found an aspect of learning difficult should begin the next lesson without being given support to 'keep up' with the learning of the rest of the class. This is also known as same day intervention
- Where the teacher finds appropriate, pre-teaching may be given to ensure all learners are able to access the learning
- At the end of each lesson, children in KS2 will be able to put their book in the appropriate box, 'Fix It', 'Revisit It' or 'Push It' relating to how confident they are feeling about the learning objective – this can inform teacher assessment

**The Whole Class Feedback Form (Appendix A) must be completed after every lesson.**

## ENGLISH:

Whenever possible, feedback should be carried out in the lesson either by:

- **Live feedback**
- **Small-Group / One-to-One Conferencing**
- **Peer / Self-Assessment**

EXTENDED WRITING: at least one piece of extended writing peer unit of work MUST be edited, re-drafted and published. For this piece of writing, in-depth marking and guidance must be given to enable the child to improve their piece of writing before the final draft. The use of peer/self-assessment against a success criteria, the use of whole class feedback is a valuable tool at this point to share good examples and demonstrate improving a specific element.

INDEPENDENT WRITING: work will be acknowledged and can be self-assessed against a child-generated success criteria. This piece of work will be assessed by the teacher to inform future planning and for moderation purposes.

**The Whole Class Feedback Form (Appendix A) must be completed after every lesson.**

## READING:

PRE READING TASK: Verbal feedback will be given in relation to this at the start of the guided reading session

POST READING TASK, CRACKING COMPREHENSION and FIRST NEWS: These will be assessed in line with the feedback policy; live marking, whole class/group feedback and peer/self-assessment will be used.

## GEOGRAPHY, HISTORY, SCIENCE and RE:

Feedback here will be given in line with the feedback policy. Whenever possible, feedback should be carried out in the lesson either by:

- **Live feedback**
- **Small-Group / One-to-One Conferencing**
- **Peer / Self-Assessment**

Spelling and grammar errors must be identified at an age/ability appropriate level. Subject specific vocabulary should be identified and corrected first.

**The Whole Class Feedback Form (Appendix A) must be completed after every lesson.**

## Feedback in EYFS

Learning objectives will be shared verbally with children. Verbal feedback in Early Years will be given during directed group tasks and will be recorded against the learning objective using smiley faces. Green highlighters will be used to identify areas for development; children will work with an adult to address these.

## Presentation in Books and Organisation

- Marking codes will be stuck in the front of children's books for reference
- Children will correct their work using a green pen
- Children will receive a pen license in KS2 when their presentation is good enough
- Teachers will mark in a different coloured pen to the children (NOT BLUE OR GREEN)
- All dates and learning objectives will be underlined using a ruler
- Children will be grouped in Kagan grouping where appropriate to support peer coaching and assessment strategies

**References to research used to inform practice**

# Whole Class Feedback Sheet



Lesson:	Learning Objective:	Date:
<b>Good Examples / Further Challenge Needed</b>		<b>Need Further Support</b> <i>Small-group / One-to-One Conferencing or Intervention</i>
<b>Presentation</b>		<b>Basic Skills Errors / SPaG Errors</b>
<b>Misconceptions and Next Steps</b>		

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