

St Helena's Church of England Primary School, Willoughby

"To Learn is to Live."

Valuing Compassion, Community, Endurance, Friendship, Hope, Respect, Thankfulness, Wisdom

Policy on effective FEEDBACK for Learning

Our school's commitment to the feedback process:

In our school, the term "Feedback" means the opportunity (oral and written) to celebrate with children their successes and highlight targets for improvement, change and further learning. Giving feedback and then enabling the children to use that, allows them to be aware and in charge of their own learning development. They should then be able to make the right choices with appropriate age/stage related teaching.

At its best, it is:

- Instant
- Meaningful
- Overloaded with an abundance of unconditional praise AND a way forward to the next achievable step of learning

All members of the Governing Body and staff feel it is their responsibility to empower everyone to achieve academic, social and personal recognition for his or her efforts. We are all committed to developing a learning environment where everyone can create, perform, think, explore and investigate for themselves.

Research shows that feedback has a powerful effect upon children's progress and so all permanent, part-time, trainee and supply staff will give our children this kind of positive and interactive dialogue to enable them to achieve their best. At no time will it be necessary for anyone, adult or child, to ridicule someone else for their efforts or errors. In our school, making mistakes is a positive learning experience.

Feedback in the Early Years:

According to the age, stage of development and maturity of each child in the YR class, learning conversations will be immediate, celebratory, personalised and pertinent to them. As the year progresses they will become used to learning in guided groups, talking together about their learning, imitating the models and images presented by the adults and understanding their successes and ways to further their learning.

Types of feedback used in Key Stages 1 and 2:

Success and Improvement marking in English:

- Where appropriate to the age and ability of the child, the adult will celebrate, either orally and/or by pink highlighting/pink ticking successes in the child's work and indicate places to make improvements e.g Tickled pink and a green for growth comment.
- Successes will be matched to the learning question/unit of work, success criteria shared within the lesson and applied knowledge, skills and understanding e.g. identifying three good uses of adjectives to "write an effective characterisation" or celebrating a well-worded prediction.

- The child can be helped to improve their work and understand the intended learning better by giving a prompt. These are three kinds of possible improvement prompts;
 1. reminder e.g. “say more about James’ character”
 2. scaffolded prompt e.g. “what kind of boy is James – good, bad, lively, shy or do you have your own ideas?”
 3. example prompt e.g. “choose one of these examples or your own to say more about James’ character.” (It is better to give at least 2 examples because that often gives the child the confidence to create her own.)
- Time must be given for the children to respond to the feedback and make their improvements.
- This feedback technique may be used with individuals, groups, the whole class and parents. It can be between adult and child, child and child, child and parent.
- Quality feedback takes an immense amount of teacher time and therefore a balance will be sought so that at least two pieces of a child’s work will be marked in this way per week.

Use of children’s checklists

Checklists are a useful tool for self-assessment and a prompt for future or immediate improvement. These will be either displayed on the smartboard, in individuals’ books or on learning walls, where best needed.

Acknowledgement feedback in Maths, Science and other subjects:

Children’s learning in mathematics will be **marked every day** with pink and green pens. This will take place during the lesson with the child and/or afterwards so that learning conversations can be had before the next day with children who demonstrate misconceptions.

There will be times when it is sufficient to make an acknowledged mark (e.g. tick, smiley face or signature) on the child’s work to show the adult has had sight of the task outcomes. It may be the child has checked their own work during the lesson or it has been marked together as a whole class or has been discussed orally during the lesson.

In the other subjects, teachers will endeavour to provide teaching and learning experiences that encourage all pupils to think creatively, explore and develop ideas, try different approaches and work independently. This will often not be formally marked in the traditional way with a written comment – we believe the on-going learning conversations between adults and children and between peers are far more important at the point of learning rather than a written comment at the end of the process. The adults will indicate to the children where to improve and refine the learning outcomes either using a post-it note, underlining/highlighting an error or an acknowledgement stamp.

Feedback/Target setting in Read, Write, Inc (YR-1)

Throughout a RWI session, the children will be given personalised oral feedback as and when misconceptions and errors arise. It is crucial that “on the spot”, immediate support is given so that the programme is effective and can progress at the accelerated pace expected. There will be no written feedback in the child’s book; this is not appropriate. However, some spellings will be marked. The impact of the programme relies upon adult modelling and feedback to the small, guided group using checklists for the grammar of a simple sentence.

Use of the Focussed Starter to the lesson and the Plenary

The start of a lesson may be the place to consolidate, reinforce and extend the previous day’s learning. The plenary is an excellent tool, informed by AfL, to address misconceptions, errors or next steps for the children. Children must be encouraged to independently improve, refine and add to their work (use of the Purple Polishing Pen) as often as possible. The learning is in their hands.

Summative Assessments:

Work at the end of a unit of learning e.g. a timed piece of writing, maths assessment, reading test or a fully planned science investigation will be marked against taught subject coverage, National curriculum criteria or specific objectives. If appropriate, these will be shared with children and parents but will always be used to inform teachers' planning and next curriculum steps.

Peer to Peer Feedback

- All teachers will ensure children have regular opportunities to feedback to their peers (orally and written) in order to deepen their understanding of the learning questions and success criteria. Children accommodate new knowledge and skills by teaching others and talking about their learning. Peer-to-peer feedback offers that experience.

Spelling, handwriting and punctuation:

- All three skills are valued highly as integral parts to the writing process but they will not overshadow the feedback to the children. The amount to which these skills will be marked will vary according to each child's ability and literacy targets.

Target setting for Y2-6 children

- All children will know what they must do to improve their reading, writing and Maths skills. This flexible system will be tailored to the needs of every individual child and shared at Pupil Progress/work scrutiny meetings.
- Writing targets, published in the front of their English book, will be generated with the child from writing conferences, pieces of independent assessed writing or a common, frequent misconception.
- Children's progress will be discussed at pupil progress meetings with staff at three points in the year.
- Reading assessment focuses will be discussed regularly with the children during their weekly comprehension sessions.
- Writing and Maths' success criteria will be displayed on the "working wall" and be referred to regularly throughout the term.
- Maths targets could be a focus during a mental and oral starter each week.

For feedback to Parents please see the policy on "Assessment".

This policy was agreed by the Governing Body and will be reviewed every year or before if legislation changes.