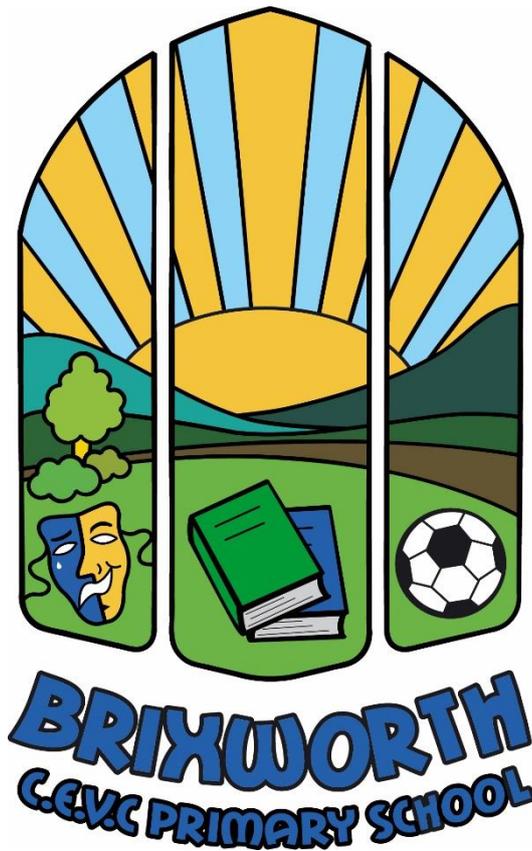


Feedback Policy

Brixworth CEVC Primary School



Approved by:

Headteacher

Date: September 2019

Last reviewed on:

September 2019

“The most powerful single modification that enhances achievement is feedback. The simplest prescription for improving education must be ‘dollops of feedback’. *Professor John Hattie (Influences on Student Learning)*

Research Findings

Research has confirmed that giving effective, high quality feedback plays a pivotal role in ensuring pupils make good progress and their learning is accelerated. This feedback has to be actionable, specific and given in a helpful way to the child. Recent studies by Hattie identifies that creating a school wide culture of giving, receiving and acting upon feedback builds confidence and develops pupils understanding of how their learning can progress.

Our School

Classrooms with a positive formative assessment culture have these elements embedded:

- Share with pupils clear, concise learning objectives (WALT) which are focused on the learning and not the task
- When appropriate, use clear success criteria/toolkit- which pupils can help to generate
- Effective, skilled questioning by the teacher which delves further into a child’s understanding and addresses misconceptions
- Use of whiteboards to assess each child’s understanding
- From these assessments further coverage of areas is planned e.g. in maths starters
- Pupils being a teaching and learning resource for each other
- Pupils fully engaged with learning and contributing to whole class input
- Immediate feedback within lessons- both oral and written

Feedback- subject specific

English- feedback in books

Feedback given to pupils about their writing should ideally happen with vulture feedback (over the shoulder) within the lesson. Circulate around the class reading the current paragraph/sentences being written and:

- **tick** aspects related to the WALT and all other good elements such as language choice, openers, punctuation etc.
- **highlight blue** spelling errors- words pupils should know
- **highlight pink**- incorrect tense/missing word/missing punctuation
- **Highlight green**- children show where they have achieved the WALT

Children must be given time to respond to feedback.

The Talk for Writing process

Cold Task

Read the cold task and set each child three targets to achieve by their hot task. The cold task is stuck into English books with the three targets stuck underneath.

Innovation Stage

- Each paragraph of writing will have a different objective. Each paragraph is marked as outlined above. If WALT has been achieved then use the WALT achieved stamp
- After each lesson, teacher to select a new objective for the class or groups of children to focus on in their next paragraph/sentences. Included in the teachers model will be the objectives children are focusing on
- Once whole piece is finished, give a purposeful comment. Practice patch to be used for specific identified area of learning. This may not be every child
- Children write hot task
- Children proof-read and **edit using a green pen**
- **Children highlight in green** where they have shown the three targets they have included from the cold task. Each target under the cold task is then highlighted green to show it has been achieved
- Hot task marked with acknowledgement of the targets being achieved. If not achieved children need to have a practice patch

Practice Patch

- These are to be used in English so children can practise an identified area e.g. letter formation, spelling a word, adding punctuation, recording synonyms of words, etc.

Maths

The process in lessons

- During the teaching input pupils use whiteboards to show their individual understanding of the area. From this, teachers can address any misconceptions and know those pupils who have fully understood-these children can begin their independent learning whilst the teacher addresses the misconception with the rest of the class.
- Within the independent learning, pupils complete a few well-chosen calculations that practice fluency. The answers are marked using age appropriate methods. These could include: teacher marks during the lesson, answers are displayed for children to self-mark, calculators are provided for children to calculate the answers.
- Once successful progress pupils onto problem solving and reasoning style questions.

Feedback in books

- All calculations marked with a **tick if correct** and a **cross if incorrect**.
- Children directed to **re-do calculations in green pen**
- If WALT has been achieved then use the WALT achieved stamp
- When **potholes** are carried out, this needs to be evidenced in the Maths book under that day's learning.

Marking of all other books

- WALT achieved stamp to be used with a positive comment if appropriate
- If appropriate, pose a question to further extend learning which children must respond to
- All writing to be marked as outlined above under English-feedback in books
- Misconceptions to be identified and children given time to respond

Codes

Across the school the following abbreviations are to be used:

SS- some support given

I – independent

FS- full support given

N.S. Next step

Challenge- the learning after this is a challenge

MC- Marked as a class