



Feedback Policy & Guidance

Presented to Staff: Autumn 2017
Presented to Governors: Autumn 2017

Review Date: Autumn 2019

AIMS AND OBJECTIVES OF ORAL AND WRITTEN FEEDBACK

Our aims are:

To provide all our children with effective oral and written feedback that will enable them to:

- Know and understand:
 - what they are intended to learn and the steps to success
 - what they have achieved successfully,
 - which aspects of their work need to be improved
 - how to improve
- Be well motivated, confident and develop high levels of self esteem
- Be fully involved in the feedback process,
- Put the guidance for improvement into practice and take increasing responsibility for evaluating and improving their work
- Develop the thinking and language skills needed to reflect on their learning and to understand how to improve the effectiveness of their work

To achieve our aims we will:

- Be sensitive to children's self esteem
- Create a culture and ethos that helps children to see feedback and improvement as something helpful and positive
- Focus on success, improvement and next steps
- Link oral and written feedback to learning objectives and success criteria that children fully understand
- Provide well structured feedback that is appropriate to children of all ages and abilities as soon as possible
- Ensure that guidance provides support and challenge according to needs
- Make feedback interactive through discussion, suggestions and questions
- Make sure that children contribute their thoughts and ideas about progress, learning needs and what to do next
- Provide time for feedback and response by pupils and integrate it into learning and teaching activities
- Provide motivation and incentives that motivate pupils to sustain and embed improvements in their work
- Use feedback to inform and modify planning, learning and teaching in response to pupils' emerging learning needs and progress

EFFECTIVE FEEDBACK

The purposes of feedback are to:

- ❑ Provide feedback about strengths and areas for improvement through dialogue between teachers and pupils
- ❑ Provide guidance about how to improve
- ❑ Indicate the next steps in learning
- ❑ Assess pupils' progress and achievement in relation to learning objectives, success criteria, key objectives and assessment criteria
- ❑ Identify pupils who need further support and /or challenging work and the learning and teaching strategies this requires
- ❑ Provide a record of progress over time and the difficulties encountered and overcome
- ❑ Inform curricular planning and priorities for improvement
- ❑ Provide a focus for review and evaluation by teachers, leadership and management, pupils and their parents/carers
- ❑ Recognise, encourage and reward pupils' achievement, effort, and to celebrate success

Feedback Strategies include:

- ❑ **Acknowledgement feedback / light-touch feedback** – work is initialled, ticked or coded to show that it has been checked and feedback provided. 'Tickled Pink' pens will be used. *(Oral feedback is provided during the lesson and after the work has been completed so that the marking makes sense and supports improvement).*
- ❑ **Focused or “quality” feedback (in-depth)** that focuses on a *limited number* of learning objectives and success criteria only. This will be carried out once per week and will include ticks, highlighted or underlined work and comments written in pink pen to show success and 'Green Growth' bubble improvement marking which must lead to an action by the pupil. Children should record the action in the green bubble using a green pencil or pen as much as possible.
- ❑ **Feedback to assess** overall progress and achievement/level and grade
- ❑ **Collaborative feedback** - group or whole class
- ❑ **Pupil peer and self-assessing/checking.** *(Children need experience in collaborative/shared feedback to be able to do this successfully).* Children ideally should use pink and green pencils or pens to complete self and peer-marking tasks.
- ❑ **One-to-one feedback**
(Younger and less able children rely more heavily on oral feedback. Make a brief dated note in the child's book when feedback is significant – Discussed --- with---)

STEPS TO EFFECTIVE FEEDBACK

- ❑ **Make sure that learning objectives and criteria for successful work** are both spoken and written and are well understood by pupils
- ❑ **Mark to the learning intention and success criteria** and link the feedback to them clearly
- ❑ **Limit the improvements/corrections to be made**
- ❑ **Make brief but very focused written comments** that indicate what the pupil has done well, what needs to be improved, why and how. Avoid lengthy comments.
- ❑ **Bullet points** are a helpful way to do this and, at the same time, avoid the negative impact of the word “but” e.g.

- *Well done! Your choice of adjectives is excellent. They give the reader a really clear picture of what the fierce pirate looks like. (Tickled Pink)*
- *Write more about how he escaped so that the plot makes sense. (Green Growth bubble)*

- ❑ **Provide well structured guidance** (oral and written) so that pupils know exactly what to do to improve
- ❑ **Praise effort** separately from comment on the effectiveness of learning
- ❑ **Use agreed, whole school codes/symbols** that:
 - Help younger pupils and/or children who struggle with reading, to access feedback
 - Help to speed up feedback and indicate where the work is successful and where improvement is needed.
- ❑ **Provide opportunities to make an improvement** as soon as possible
- ❑ **Plan opportunities** for pupils to read and act on marking feedback

ORAL FEEDBACK: THE ETHOS AND PRACTICE

The ethos for effective oral feedback:

- ❑ **Be encouraging and positive** when feeding back so that pupils are confident, not afraid to make mistakes, and see improvement as a natural part of learning
- ❑ Think carefully about the **choice of words and body language** and what they convey to pupils – emphasise progress and achievement then improvement and next steps
- ❑ Provide opportunities where **skills in co-operation, collaboration and discussion** about learning are developed and become well established
- ❑ Encourage pupils to aim for personal improvement rather than competition with others
- ❑ Establish an expectation that **pupils will take an active part** in the process and feel that their perceptions and comments about their progress and needs are valued

Strategies for effective oral feedback:

- ❑ **Link feedback closely to the learning objectives and success criteria** set for pupils' work *(do not ignore significant weaknesses or mistakes – include them in follow up learning and teaching and/or include them in on-going LOs and SCs – “always looking for----“)*
- ❑ **Model the process** regularly through collaborative assessment and feedback
- ❑ **Provide focused praise** – what is successful and its impact, “That is a very good adjective, it helps to ---“)
- ❑ **Limit the scope and quantity** of suggested improvement so that it is manageable and meaningful
- ❑ **Structure the feedback** according to children's needs and capability, so that they know what to do. For example:
 - An example of what is needed
 - A scaffold of structured, step by step guidance
 - A feed-forward task/question to make improvements independently where children can be expected to know and understand what to do
- ❑ **Feedback** and provide opportunities to make an improvement **as soon as possible**
- ❑ **Plan opportunities for feedback**, clarifying next steps and making improvements

In our school we celebrate success by:

Using stamps, stickers, smiley faces.
Awarding team points
Displays / Working Walls
Sharing work with other members of staff / other pupils / parents
Sharing work in assemblies
Special mentions in the 'Golden Book'

INVOLVING PUPILS IN ASSESSMENT AND FEEDBACK

The context for involving children in assessment and feedback

- **Establish the ethos** and acceptable ways to be a partner in assessment, marking and feedback e.g.:
- Help the class to **draw up a Children's Agreement** that sets out the ethos and protocols that they must observe as response partners e.g. starting with positive comments
- **Model the process and language** of marking, assessment and feedback explicitly through your dialogue with pupils
- Provide regular opportunities for **collaborative assessment and marking**. Use anonymous examples of effective and less effective pieces of learning for collaborative analysis and identification of how to improve
- **The focus** for assessment / marking should be the learning intention and the success criteria
- **Provide time** for each pupil to **reflect** on their work before the partner sees it

Strategies for involving pupils include: Self-Marking

Examples could include:

- Checking answers e.g. maths calculations
- Find one word/adjective that you are really proud of and then underline it.
- You have 3 minutes to identify two places where you have done well and *read it to your partner.
- Underline examples of adverbs/fronted adverbials etc in your writing.
- Five minutes to find one place where you could improve.
- Write your improvement at the bottom of the page using your checking pencil.

Paired Feedback Following good experience in collaborative marking, **introduce paired marking one step at a time starting with:**

1. Identifying successes then read to or discuss with response partner/group /class.
then:
2. Identifying what needs to be improved, firstly with support and then independently
followed by:
3. Suggesting ideas for improvement.

Checking Work - Pupils taking responsibility for:

- On-going aspects (ALF: Always looking for---) e.g. spelling – words that should be correct.
- Learning intentions and success criteria
- Group or individual targets
- Ensuring that work is checked before the end of the lesson

PEER MARKING

An example of a children's partnership agreement:

We all need to keep some rules so that we can be good partners. When we become marking partners we all agree to:

- ❑ **Respect our partner's work** because they have done their best and their work should be valued.
- ❑ **Focus on how well** they the have achieved the learning intentions and success criteria.
- ❑ Get our partner to **talk about** what they have tried to achieve in their work.
- ❑ **Listen** to what our partner has to say because we are trying to help each other to do better work.
- ❑ **Tell** our partner the **good things** in their work.
- ❑ **Look for and talk about** a way to help our partner to make a really good improvement.
- ❑ **Make sure** that suggestions for improvement are to do with the learning intentions and success criteria.
- ❑ Try to make **positive suggestions**.
- ❑ **Be fair to our partner**. We will not talk about their work behind their backs because we wouldn't like them to do it to us and it wouldn't be fair.

FEEDBACK TO YOUNGER AND LESS ABLE CHILDREN

Oral feedback is more effective and has greater impact than written feedback.

- ❑ The principles of effective feedback are the same across all age groups.
- ❑ For younger and less able children the emphasis is on oral feedback
- ❑ Oral feedback is linked to learning objectives, success criteria and what has been taught.
- ❑ The use of codes and symbols in written feedback is particularly useful and helps younger pupils/less able pupils to access comments about their learning.
- ❑ It is essential to provide a positive context for suggested improvements. Start with successes then suggested improvements.

Open-ended comments and questions prompt children to extend their thinking and ideas.
- ❑ Asking Why? How? What else---? are examples of ways to prompt further thinking.
- ❑ Feedback with younger children needs to be immediate or as soon as possible after the work has been done.

Collaborative writing and marking and reading of work are essential, regular strategies to use.

MARKING AND FEEDBACK ACROSS THE CURRICULUM

- ❑ **English:** feedback provides a genuine audience – someone who values and is interested in what the child has to say.
- ❑ When marking **writing**, avoid the “scatter pattern” approach where all errors are identified. Mark against the learning intentions and success criteria, which at times will focus on spelling, grammar and punctuation as well as other key objectives
- ❑ **Maths** marking is mainly diagnostic and requires questions that probe understanding and develop thinking.
- ❑ **Science:** requires feedback about *process, skills, understanding and application* of science as well as knowledge.
- ❑ **ICT:** requires feedback about the *process* as well as outcomes.
- ❑ **History and geography** require feedback that makes reference to *specific skills and understanding* as well as to knowledge
- ❑ **PE, music, D & T, art** all require incremental step by step oral feedback during lessons as well as at the end.

FEEDBACK FOR PRESENTATION

A whole school presentation code has been implemented at Evington Valley Primary School. The following feedback codes written in pink pen should be used:

P ☹ presentation is not acceptable and the work needs to be rewritten

P - presentation needs improvement

P ✓ presentation is at a good level

P * presentation is excellent (wow!)

Children who achieve 3 x P* will be given a pen licence. The standard of their presentation must be maintained in order to continue to use a pen. If standards are not maintained the pen licence will be removed and the child will revert back to using a pencil until they achieve 3 x P* again.

Sensitivity must be used when children have a particular difficulty with handwriting. Improvement should be marked with the codes, commented upon and support strategies considered and put into place.

Appendix 1 – Quick Guide to Feedback for FS

At Evington Valley it is important that giving feedback is simple, manageable and consistently applied in all classes. Pupils will be taught and encouraged to value feedback and understand that they are the main audience for feedback. Staff will be clear that feedback provides an essential component of the learning cycle.

The ultimate effectiveness of feedback will be judged by the impact it has on the learning and progress of individuals and groups.

Feedback is most effective when:

- It is simple
- It is appropriate to age and ability
- It helps children know what they have done well against clear objectives and success criteria
- It actively encourages self-assessment
- It helps children know how to improve
- Time is built into teaching to allow children to act on feedback

Feedback from adult	
 (Pink)	 (Green)
<u>Positive feedback</u> The adult provides verbal feedback to indicate why the child achieved the two stars	<u>Next step, tip or something to think about</u> Identify what has been less successful and give some kind of improvement point. Ideally, this should be an action for the child to address rather than 'remember to'. Think of these as 'closing the gap' comments.
Feedback should usually be related to the intention and success criteria shared openly with the children. The number of positive feedback points should always be at least equal and preferably more than the next step points.	

Where a Right or Wrong answer is required	Discussion with the child
 Correct	Often the best feedback is immediate and with the child
 Small dot.	

Homework Traffic Lights	Motivational feedback
Green – completed and correct Amber – partially completed or completed but with misconceptions Red – incomplete or significant misconceptions Comments are added in line with positive and NS section when appropriate	Stickers, smiley face, name on golden star, parents informed at end of day

Response codes	Date
Ind = Independent CS = Cover Supervisor T = Teacher focus S = Supply teacher TA = Teaching Assistant support	Teachers date work or it is evident on the AfL sticker

Appendix 2 – Quick Guide to Feedback for KS1

At Evington Valley it is important that giving feedback is simple, manageable and consistently applied in all classes. Pupils will be taught and encouraged to value feedback and understand that they are the main audience for feedback. Staff will be clear that feedback provides an essential component of the learning cycle.

The ultimate effectiveness of feedback will be judged by the impact it has on the learning and progress of individuals and groups.

Feedback is most effective when:

- It is simple
- It is appropriate to age and ability
- It helps children know what they have done well against clear objectives and success criteria
- It actively encourages self-assessment
- It helps children know how to improve
- Time is built into teaching to allow children to act on feedback

Written feedback from adult	
 Pink	 Green
<u>Positive feedback</u> If possible, identify places or features that the child has succeeded with against your shared criteria, i.e. what have they done well? Highlight or underline positive aspects in pink.	<u>Next step, tip or something to think about</u> Identify what has been less successful and give some kind of improvement point. This should be an action for the child to address rather than 'remember to'. Think of these as 'closing the gap' comments.
Feedback should usually be related to the intention and success criteria shared openly with the children. The number of positive feedback points should always be at least equal and preferably more than the next step points. Stampers used to show level of success related to the learning objective (You've achieved your learning objective / You are working towards your learning objective / You've not yet achieved your learning objective)	

Where a Right or Wrong answer is required		Discussion with the child
		Often the best feedback is immediate and with the child Where verbal feedback has been given or a discussion has taken place use the code: VF
Correct	Small dot. Pupil uses a green pencil to make corrections	

Written teacher feedback	Self and peer evaluation (pencil)	Motivational feedback
Pink pens will be used to record strengths and good examples in the work. Green pens will be used for bubbles and action statements.	Children should use a pencil to indicate where they have self or peer evaluated and when they are editing work following feedback.	Stickers, smiley face, individual points, stamps etc

Response codes	Date
I = Independent work T = Teacher focus TA = Teaching Assistant support S = Supply teacher SS = Some support FS = Full support CS = Cover Supervisor	Teachers date the children's work alongside the learning objective that are usually stuck into books. Teachers date the work in books if this is not the case.

Appendix 3 – Quick Guide to Feedback for LKS2

At Evington Valley it is important that giving feedback is simple, manageable and consistently applied in all classes. Pupils will be taught and encouraged to value feedback and understand that they are the main audience for feedback. Staff will be clear that feedback provides an essential component of the learning cycle.

The ultimate effectiveness of feedback will be judged by the impact it has on the learning and progress of individuals and groups.

Feedback is most effective when:

- It is simple
- It is appropriate to age and ability
- It helps children know what they have done well against clear objectives and success criteria
- It actively encourages self-assessment
- It helps children know how to improve
- Time is built into teaching to allow children to act on feedback

Written feedback from adult	
 Pink	 Green
<u>Positive feedback</u> If possible, identify places or features that the child has succeeded with against your shared criteria, i.e. what have they done well? If you are saying that you particularly like a specific element try to then use the word 'because'... (if it makes sense)	<u>Next step, tip or something to think about</u> Identify what has been less successful and give some kind of improvement point. This should be an action for the child to address rather than 'remember to'. Think of these as 'closing the gap' comments.
Feedback should usually be related to the intention and success criteria shared openly with the children. The number of positive feedback points should always be at least equal and preferably more than the next step points.	

Where a Right or Wrong answer is required		Discussion with the child
		Often the best feedback is immediate and with the child Where verbal feedback has been given or a discussion has taken place use the code: VF
Correct	Small dot. Pupil uses a green pen/ pencil to make the correction	

Written teacher feedback	Self and peer evaluation (pencil)	Motivational feedback
Pink pens will be used to record strengths and good examples in the work. Green pens will be used for bubbles and action statements.	Children should use a pencil to indicate where they have self or peer evaluated and when they are editing work following feedback. If children write in pen they should use a green pen.	Stickers, smiley face, team points, stamps etc

Response codes	Date
SM = Self-marked PM = Peer-marked S = Supply teacher T = Teacher support TA = Teaching Assistant support I = Independent SI = Self-improved PI = Peer-improved LS = Learning stop V = Visualiser stop	If a child has not dated their own work then the teacher should add the date when they provide written feedback

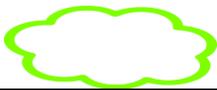
Appendix 4 – Quick Guide to Feedback for UKS2

At Evington Valley it is important that giving feedback is simple, manageable and consistently applied in all classes. Pupils will be taught and encouraged to value feedback and understand that they are the main audience for feedback. Staff will be clear that feedback provides an essential component of the learning cycle.

The ultimate effectiveness of feedback will be judged by the impact it has on the learning and progress of individuals and groups.

Feedback is most effective when:

- It is simple
- It is appropriate to age and ability
- It helps children know what they have done well against clear objectives and success criteria
- It actively encourages self-assessment
- It helps children know how to improve
- Time is built into teaching to allow children to act on feedback

Written feedback from adult	
 Pink	 Green
<p style="text-align: center;"><u>Positive feedback</u></p> <p>If possible, identify places or features that the child has succeeded with against your shared criteria, i.e. what have they done well?</p> <p>If you are saying that you particularly like a specific element try to then use the word 'because'... (if it makes sense)</p>	<p style="text-align: center;"><u>Next step, tip or something to think about</u></p> <p>Identify what has been less successful and give some kind of improvement point. This should be an action for the child to address rather than 'remember to'. Think of these as 'closing the gap' comments.</p>
<p>Feedback should usually be related to the intention and success criteria shared openly with the children. The number of positive feedback points should always be at least equal and preferably more than the next step points.</p>	

Where a Right or Wrong answer is required		Discussion with the child
		<p>Often the best feedback is immediate and with the child Where verbal feedback has been given or a discussion has taken place use the code:</p> <p style="text-align: center;">VF</p>
Correct	<p>Small dot.</p> <p>Pupil uses a green pen/ pencil to make the correction</p>	

Written teacher feedback	Self and peer evaluation (green pen)	Motivational feedback
<p>Pink pens will be used to record strengths and good examples in the work. Green pens will be used for bubbles and action statements.</p>	<p>Children should use a green pen to indicate where they have self or peer evaluated and when they are editing work following feedback.</p>	<p>Stickers, smiley face, team points, stamps etc</p>

Response codes	Date
<p>SM = Self-marked TA = Teaching Assistant support</p> <p>PM = Peer-marked I = Independent</p> <p>S = Supply teacher SI = Self-improved LS = Learning stop</p> <p>T = Teacher support PI = Peer-improved V = Visualiser stop</p>	<p>If a child has not dated their own work then teacher should add the date when they provide written feedback</p>