Cestria Primary School

Feedback Policy

We believe that we need to provide constructive feedback to every child within the school, focussing firmly on success whilst encouraging the need to improve set against learning objectives. This will then enable all children to become reflective learners and help them to close the gap between current and desired levels of performance.

The Education Endowment Foundation research shows that effective feedback should:

▶ *Redirect or refocus either the teacher's or the learner's actions to achieve a goal*
▶ *Be specific, accurate and clear*
▶ *Encourage and support further effort*
▶ *Be given sparingly so that it is meaningful*
  (EEF, 2016)

Principle Aims
Feedback should be verbalised at the beginning of the next lesson.
It should:
- be manageable and considerate of teachers' workload
- be related directly to learning objectives, which need to be shared openly with children (BEL – by the end of the lesson)
- Involve all adults that are working with children within the classroom
- Give children the opportunities to be aware of, and reflect upon their individual learning needs
- Give recognition and praise for achievement
- Give clear strategies that should be used to improve performance
- Involve children directly in the process, in both written and oral form, with particular emphasis on the use of peer and self-marking where appropriate and possible.
- Inform future planning and individual target setting
- Be seen as something positive by the children
- Provide steps and extend learning where appropriate
- Address mistakes and misconceptions

Strategies

Summative feedback

Usually this consists of ticks or dots and is associated with closed tasks. Wherever possible children should mark these types of exercises themselves or as groups or classes.

Formative feedback

To inform children fully we will ensure that feedback will relate directly to the learning objective and/or success criteria of the task. *Focussed comments* will also enable a child to recognise what they *need* to improve upon in order to achieve the next step in their learning journey. Useful comments to help children make this movement include:

- **Reminder prompts** eg What else could you say here? Remember how you could use…..Don't forget to………………etc
- **Scaffold prompts** eg Try to include more description about …..Think about what the boy could see as well as hear….etc
- **Example prompts** eg Why not try to write something like (example) You could try to include words like …………………….

Self-marking

Children should be encouraged, wherever possible, to self evaluate their own work. As the children move through KS2, they should be encouraged to consider more carefully the success criteria and learning objectives that they have been working to and develop a more critical approach to their own learning. We will then encourage the children to use the plenary sessions to analyse individual learning.

Shared feedback

This method of marking will be used throughout the school to enable the children to evaluate work effectively. The teacher will select and use an anonymous piece of work at regular intervals and model the marking processes so that the children begin to understand more fully how marking points are made.

Paired marking

We will encourage the use of this strategy in KS2 on a regular basis so that children feel that they have "ownership" of work and understand more fully how to evaluate and comment upon other class members work and achievements. For this to be successful, we will:

- Ensure that time is given to train children to feedback in pairs
- Ensure that ground rules eg listening, interruptions, confidentiality, comments are decided by the class and regularly shared
- Encourage dialogue between the children and suggest that positives are given first, with one area for improvement.

Abbreviations and marking presentation

All work will state a 'BEL' (By the end of the lesson) and S2S (Steps to Success) – work will be stamped to indicate achievement in that individual lesson.

Any objectives or success criteria NOT achieved will be highlighted in yellow.

Pupils must be given the opportunity to reflect on feedback.

Any written comments must be clear and legible to each individual child.

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BEL = by the end of the
lesson
S2S = steps to success
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Feedback

English and Foundation Subjects:

- BEL (new learning that you want to see) and S2S to be used in English
- BEL (new learning that you want to see) and S2S for Science, History and Geography (stamp either achieved or gold)
- Highlight BEL if it **hasn't** been achieved **IN YELLOW** – this informs what the child still needs to do
- Each S2S needs to include **an element of challenge** related to the new learning – **achieved stamp shows that the BEL (objective) has been met**
- BEL & S2S can be whole class & differentiated by levels of support or the task…often they will need to be differentiated to meet individual/group needs
- No verbal feedback to be recorded – when verbal feedback is given the impact should be evident in books without the need for a written VF
- Spelling – through quality first teaching we should be addressing spelling errors – if you see errors teach the correct spelling! Continue with existing strategies including displays, include errors on weekly spelling list etc. Again, ensure that errors don't continue through books. If you are correcting spelling (sp in margin) have no more than 3 per piece of work
- Continue to use tickled pink to highlight what the child has done well
- Peer marking & self-marking should be part of everyday teaching & evident in children's book
- Foundation subject success criteria should link directly to the subject skills - although high standards of English should be insisted upon

Maths:

- Stickers to show level of support given
- Clic Fix – evidence in back of books
- Starting point page – CILP – Big Maths Step - Using & applying – Tell me what/how you know should all be apparent
- Big Maths Beat That tests in the back of books marked with a numerical score followed by children's work addressing any errors in the test