



Forest Academy & Elveden Church of England Primary Academy

Feedback Policy

Date Completed: May 2019

Completed by: SLT

Review Date: May 2022

What is feedback?

We acknowledge that feedback comes in a variety of forms and should be a regular and robust part of every lesson. Feedback, as an integral part of the learning process, must be precise and delivered regularly in each aspect of the lesson. All feedback should have a positive tone. It should be specific, clear and appropriate. The best feedback, whether written or verbal, will give children a clear sense of how they can improve, with children responding and making progress as a result. **Feedback must be for the child not for other audiences (See separate note for EYFS), evidence of feedback is incidental to the process; we do not provide additional evidence for external verification.**

This policy is designed to cover a range of approaches to giving feedback. **It is not a list of instructions that teachers/TAs must follow for every child in every lesson.** Consider the type of feedback most appropriate for the child, situation, purpose and task to move learning on.

Aims and principles of feedback:

- To help children make progress.
- To provide strategies of how to improve.
- To give children time to reflect upon their learning and put effort into making improvements.
- To inform planning, target setting and structure next steps.
- To encourage a dialogue between child and Teacher/TA.
- To encourage children to have pride in their work, this includes presentation.
- Be consistent across the whole school.
- Be age appropriate.
- Be manageable for teachers.
- Be timely and respond to the needs of the individual learner.
- Relate to the learning objective which is shared with the pupils.
- Involve all adults working in the classroom
- Give recognition and appropriate praise for achievement

We believe that teachers, as the professional who knows their class the best, should be able to decide what feedback is most appropriate in each situation. Feedback is a vehicle that drives learning forward rather than something that is given without real purpose and for outside moderation. There is no need for every piece to be 'deep marked'-in many cases this would be ineffective for learners and not the best use of Teacher/TA time. A key aim of this policy is for it to allow teachers to make 'smart' use of time and have a more balanced workload.

What does effective feedback look like?

- Dialogue-everyone talking about their learning and next steps.
- Learning continually being evaluated and adapted.
- Observations of children and AfL embedded into lessons.
- Children being clear on where they are now and where they need to get to (next steps) and most crucially, how to 'close the gap'.
- Children are able to articulate what they are learning.
- Questioning.
- Ongoing modelling in self/peer assessment.

Type	What it looks like	Evidence (for observers)
Immediate	<ul style="list-style-type: none"> • Includes teacher gathering feedback from teaching – such as whiteboard work, questioning of whole class, moving around looking at the work the children are doing. • Takes place in lessons with individuals or small groups. • Often given verbally to pupils for immediate action. • May involve use of a TA to provide further support or challenge. • May re-direct the focus of teaching or the task (mini plenaries). • May include highlighting/annotating work according to the marking codes. 	<ul style="list-style-type: none"> • Lesson observations/learning walks • Some evidence to be seen within books with use of codes. • Children's self-assessment will reflect the immediate feedback happening in the classroom.
Summary	<ul style="list-style-type: none"> • Takes place at the end of a lesson or activity. • Often involves whole groups or classes. • Provides an opportunity for evaluation of learning in the lesson. • May involve peer or self-assessment against the success criteria, in EYFS children will be encouraged to verbally self-assess using verbal cues and sentence stems from adults. 'What have you done well?', 'What could you improve?' • May be a written reflective self-assessment based on what the learner has learnt in that session-This should not be 'This was easy', 'This was too hard'. Children use purple pens for this. • Self-marking by children, checked by adults. 	<ul style="list-style-type: none"> • Lesson observations/learning walks. • Evidence of self and peer assessment. • Use of post teaching as a result of assessments. • Pre/Post teaching put into place as a result of assessments.
Review	<ul style="list-style-type: none"> • Takes place away from the point of teaching • May involve written comments/annotations for pupils to read/respond to at start of next lesson. • Teachers may plan 'post teaching' for children who have struggled 	<ul style="list-style-type: none"> • Acknowledgement of work completed • Written comments and appropriate responses/action in

	<ul style="list-style-type: none"> • Leads to adaptation of future lessons through planning, grouping or adaptation of tasks • May lead to targets being set for pupils' future attention or immediate action 	<p>purple pen.</p> <ul style="list-style-type: none"> • Green for growth/tickled pink • Feedback stickers • Spellings highlighted in yellow. • Adaptations to teaching sequences/ tasks when compared to the planning • Challenge questions marked and responded to by adults.
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Acknowledgement marking (Flick and tick)

All work needs to be acknowledged for the child and, as such, should be reviewed by the teacher. Where immediate and summary assessment has been effective and the child's next step is to be in the next lesson, a simple acknowledgement tick of the LO is all that is required.

There is no need to write a written comment unless appropriate.

Praise

Children respond very positively to praise in their books. Teachers can award 'Dojo points', stickers, BLP stickers or raffle tickets as appropriate.

Having Another Go

Correcting, editing and improving our work is how we learn. However, sometimes a child may need to have another go at a piece of work. Work/pages should not be torn from exercise books as this can cause distress to the child. It may be that the child or adult recognises the work is not of the standard they are happy with; we all make mistakes. In this situation the piece of work can be underlined with a ruler and the child should start again. Sometimes it might be more appropriate to stick a fresh piece of paper over a section of work, avoiding the child needing to repeat the rest of the work which is of a good standard. When the child has completed the work to a good standard, their efforts should be recognised and rewarded with a BLP 'resilience' sticker to reinforce that we value children being prepared to try to do better.

KS1 and KS2 Purple Pen Time

Time must be given to the children at the beginning of lessons (Where written comments have been given or stickers annotated), to respond to adult feedback. They must act on it (for example, identifying specifically the different elements in their work which the teacher has highlighted and correcting punctuation errors and to clarify anything they are unsure of). This must be done using purple pen. Depth of marking of tasks are at the discretion of individual teachers but must show visible progress. E.g. if the child has been asked to add capital letters, there should be evidence that they have done so using purple pen.

Pre/Post Teaching

This is used when a child needs extra input in a smaller, focused group in order to meet the L.O. of the lesson. This may be before the lesson (pre teaching) or after the lesson (post teaching) – the earlier this can be, the more effective it will be. A simple ‘pre teaching’ or ‘post teaching’ as a heading should be used to help with monitoring of teaching and learning, is all that is required. Beneath this, there should be evidence of what happened in the session and a small reflective comment from the child if appropriate.

Targets

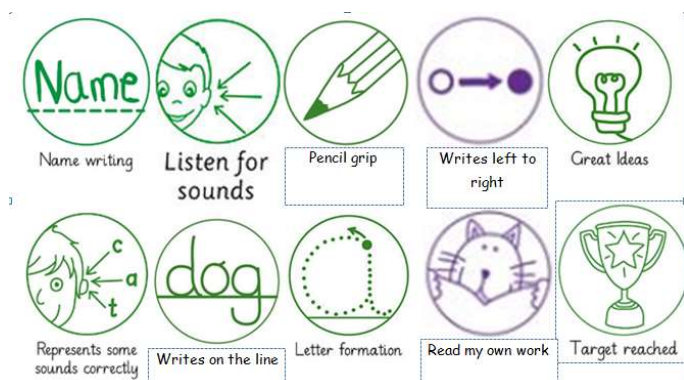
Throughout the school, children have ‘Target cards’ for Literacy and Maths. As a target is met and demonstrated, the teacher awards a stamp and dates it as well as acknowledging this in the book (Y2 and Y6 use the interim frameworks for guidance), this is done 3 times to show this is secure.

Purple Pens

‘Purple Pens’ are used by the children to do any self-assessment, self-marking, respond to feedback, edit or give peer feedback.

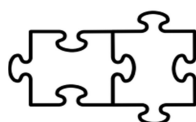
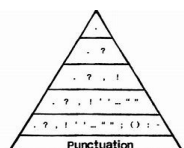
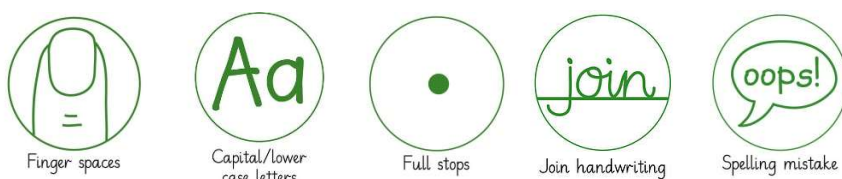
Agreed Feedback codes (Stickers)

EYFS



In EYFS, stickers will be used to review individual work and support assessment of what a child has demonstrated they can or can't do. Written comments by adults may also be used to explain how the child has completed a task or provide assessment information for the teacher.

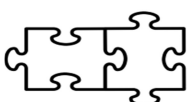
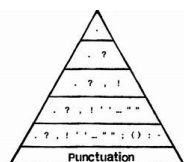
KS1



Say it out loud

Conjunctions

LKS2



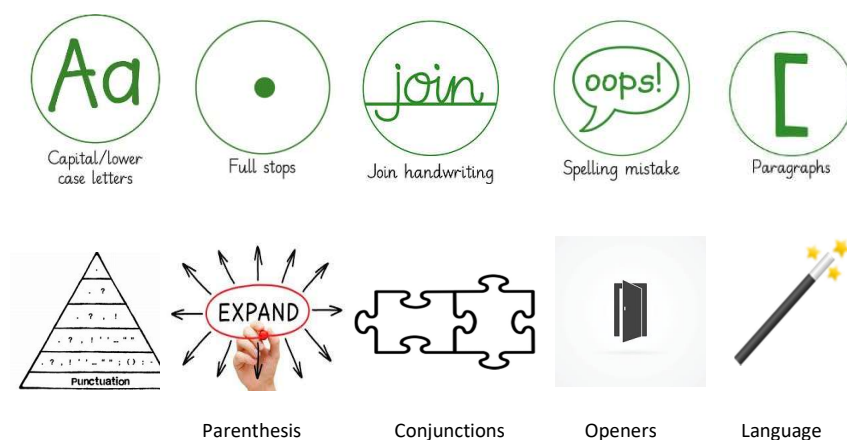
Say it out loud

Conjunctions

Openers

Language

UKS2



These symbols must be displayed in classrooms so that children are familiar with their meanings. They will then be used in Literacy lessons, as appropriate, as part of feedback. Adults will stick the sticker in the book as part of review marking and **tick symbols pink if evident and circle one green if not used/not used consistently**. Children can then respond to this feedback with purple pen at the beginning of next lesson. Time must be made for this.

Challenge questions in Maths:

Teachers set Maths challenge questions for **each** lesson. This could be Testbase questions or written questions in response to how children have done. Children answer these in purple pen.

Supply teachers

Learning which is marked by a supply teacher should always be initialled. Supply teachers are expected to follow the feedback policy and codes above.

Work marked by teaching assistants

Teaching assistants should always initial learning marked by them. They should also follow the marking policy and codes above. **Parent helpers/volunteers should never mark learning.**


Communication with parents

It is acknowledged that parents often look for 'traditional marking' when they look at their child's books. For this reason, we will communicate the main points about our feedback policy on our school website, at parents' evenings and at parent open mornings.

Monitoring of books

SLT will ensure that regular feedback of book monitoring is in line with this policy.

Feedback codes (Use as age appropriate)

✓	Correct
	'Tickled pink' this is used to highlight phrases/sentences that demonstrate the L.O. and to tick codes on stickers.
	'Green for growth' this is used to highlight phrases/sentences/grammar that needs developing and to circle a code on stickers.
	Through a common exception word/high frequency word indicates an incorrect spelling (highlight maximum of 3) These words are written in cursive at the end of the piece of work (on lines) for children to copy 3 times. (For left-handed children, write on the right-hand side of the page.) To encourage self-regulation, adults will dot a small number of incorrect spellings of words that a child should be able to spell, but have miss-spelled e.g. HFW or subject specific words where the spelling was provided. The child should then self-correct the word using purple pen or pencil if appropriate. The maximum number in KS1 would be 3 and for KS2 would be 5.
. C	Indicates a question which is incorrect (Maths) When been corrected
VF	Verbal feedback given. Put in margin at point it is given during the lesson to see impact.
G	For guided learning.
	Self-assessment - children assess own learning using green, amber, red next to L.O.
[Should start a new paragraph
	Purple Pen Time- At the beginning of Literacy and Maths, children respond to feedback from adults and answer challenge questions.
	Maths: Highlight greater depth questions/L.O.s in blue so that it is clear to see those children working at this level.