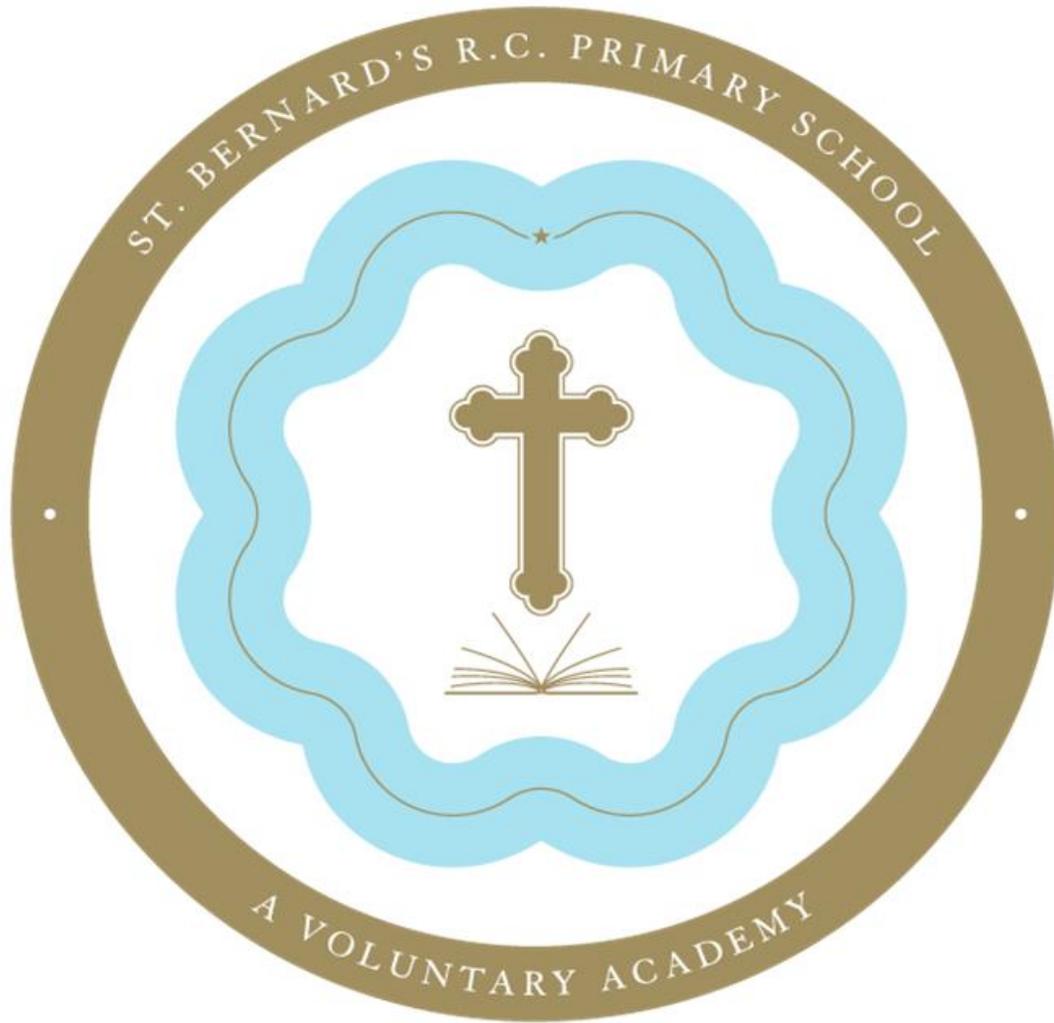


St Bernard's Primary School

Feedback Policy



St Bernard's Primary School

Approved by Governors:

Review date: Spring 2017

***The primary purpose of marking written work is to assess the depth of learning that has taken place and to identify misconceptions to inform future teaching.
The audience for the marking is the children.***

Principles

Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation and other expert organisations. The Education Endowment Foundation and other expert organisations.

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
- Put the onus on students to correct their own mistakes, rather than providing correct answers for them
- Alert the teacher to misconceptions, so that the teacher can address these in subsequent lessons.

This feedback policy will ensure teachers:

- Provide **meaningful** feedback to the child;
- Highlight areas for development / improvement / correction thereby enabling the child to identify clear 'next steps' providing **motivation** for learning;
- Inform effective planning of lessons;
- are able to record progress related to learning objectives;
- Can **manage** workload around feedback
- understand the sole purpose of feedback is to improve children's learning

General Principles - English

Verbal feedback will be given to children during the lesson wherever possible. Verbal feedback will be immediate, during the learning and may be individual, group based, or to the whole class. (See *strategies to support effective feedback*)

Teachers will work with groups on a daily basis and give verbal feedback to move them forward. Assessment information is entered from any learning discussions on to 'Balance' as appropriate.

'Deeper feedback' will occur at the end of a unit of work and will provide more detailed feedback for assessment purposes. Teachers will use Google Drive to provide video feedback to each pupil discussing strengths and areas for development. Pupils will be able to view these as many times as needed and review their progress in the following term.

Feedback approaches in T1 will be innovative and include the use of Livescribe 'sound spots'. The teacher will provide regular verbal feedback to pupils based on success criteria. Pupils will have regular opportunity to access this feedback and improvement responses will be clear in pupils books.

Indicating support

Support given will be identified next to the learning objective by writing

- AS - adult support
- GW - guided write

Proof reading and editing in writing lessons

Most writing lessons will be followed up with an editing session where children receive whole class feedback about strengths and areas for development and direct teaching about to help them identify and address their own weaknesses. Teachers will have looked at pupils' work soon after the previous lesson and identified strengths and weaknesses, looking at both the technical accuracy of the writing; spelling errors, punctuation omissions, and other transcription mishaps as well as things to do with the sophistication of the writing; the actual content. Where individual children have done particularly well or badly at something, s/he will make a note and use these in the lesson as a teaching point.

The editing session will be divided into two sections

- **Proof-reading**

Changing punctuation, spelling, handwriting and grammar mistakes.

- **Editing**

Improving their work to improve the composition. The proofreading section will usually be short: about 10 minutes or so, whereas the editing element may take the rest of the lesson.

The teacher will share extracts from pupils' work, using either the visualiser or by typing out a couple of lines and displaying them on the interactive whiteboard, at first showing good examples of work. For example, within the proof-reading section, the teacher might showcase someone whose letter heights have the ascenders and descenders just right, then asking pupils to look at their work and rewrite one sentence from it, really making sure they are paying attention to letter heights. Then s/he might share a section of text with poor punctuation (usually anonymously) and reteach the class the various punctuation rules. They might then point out some spelling errors that several children are making, and remind children of the correct spelling and how to remember it. Children will then have a short period of time to proof-read their work, checking for similar errors and putting them right. Children sit in mixed ability pairs and support each other in the identification and correction of mistakes.

Within the editing section of the lesson. For example, the teacher might show a different couple of pieces of work where children have described a character very well, pointing out what it is that has made the description so vivid. The teacher might then share a less good example which might be from an anonymous or fictional piece. The children would then suggest together how this might be improved. Then in their pairs they read together each other's work, and suggest improvements, alterations and refinements which the author of the piece then adds – in red pen to help the teacher see what changes the child has made.

Peer and Self Assessment

Children are expected to self assess against the learning objective, using a scale of 0-9.

Children are expected to identify where they have met the success criteria in their writing.
(Examples)

General Principles - Read Write Inc

All work is marked during the session and children must respond to feedback in the same session. The feedback should be linked to Letter formation, punctuation and spellings.

RWI leaders will model on a daily basis the correct use of punctuation, spelling and grammar using the whiteboard, visualiser and the RWI edit a sentence form.

Peer assessment also plays an important part of the RWI programme and children are encouraged to reflect on their learning and progress through partner work.

General Principles - Foundation Stage

We expect some children to be familiar and confident with this marking system by the January and all by the Summer term.

- **S** - supported
- **I** (as in word) Independent
- --- underline incorrect formation/orientation of letters. Children to correct at the bottom of their work.
- --- underline up to 2 spellings. Give correct spellings at bottom of work and children find and copy correctly.
- | - spacing between words

General Principles - Maths

[NCETM: Marking and Evidence Guidance for Primary Mathematics Teaching](#)

Teachers will:

- **Always** address incorrect work. This may be done through: corrections, oral feedback given or comments to feedback on. This may also at times be addressed in subsequent lessons (repetition of the learning objective) to address misconceptions.
- Always provide pupils with time to respond to feedback.
- Give 'next steps' to help to push children's thinking forward **when needed**.
- Use feedback to push children's reasoning and communication about mathematical ideas (particularly in maths journals).

Journals

Marking of journals will mainly be done during the lesson. Additional verbal feedback will be given as needed. Misconceptions are to be addressed.

Independent Workbooks Y1,2,3 & 4

Every piece of work should be marked with ticks or dots to indicate whether it is correct or incorrect. Children will usually correct their work after the appropriate intervention has been given.

There should be evidence of children correcting their mistakes to show they understand where they went wrong. This should be completed in red pen.

Independent Work Y5 & 6

Every piece of work should be marked with ticks or dots to indicate whether it is correct or incorrect.

Comments are not needed for all pieces of work, however all work should be marked against the learning objective. When comments are included, they should be specific and have an impact on the children's learning. There should be evidence of children correcting their mistakes to show they understand where they went wrong. This should be completed in red pen.

General Principles - Connector Books

Each piece of learning in connector books will include a learning objective. These will include the curriculum area, the lesson number from activity plan and the date. Teachers will tick learning objective if they have been achieved. Written dialogue is not needed. Any next steps can be provided verbally.

Strategies to support effective feedback

A range of strategies / approaches should be used to ensure children receive high quality feedback at the point of learning. Teachers are to use strategies and capture the learning on Balance. This is not an exhaustive list and should be added to as practice and research develops.

Piles / book organisation	Books are organised into piles at the end of a session. Those children who have achieved the objective / those who need some clarification and those who need further support. The teacher will
ABCD cards	ABCD cards used regularly to address any misconceptions in class. Any misunderstanding can be dealt with and understanding recorded on Balance in the moment.
Exit passes	Exit passes will show a depth of understanding
Visualiser	The visualiser is the most important tool when considering formative assessment in the classroom. This should be used regularly when looking at work and considering self and peer assessment. Please note proof-reading and editing section.
Individual / group feedback session	Based on information collected by the teacher, pupils will receive focussed feedback from staff as individuals or as a group if there is a theme that needs addressing.
0-9 scale	Pupils will self assess using the 0-9 scale. This can then be used by the teacher to consider their depth and accuracy of understanding.
Environment	Teachers must consider their environment carefully. Tables are to be set up to facilitate effective feedback at all times.
Reactive planning	Next steps - whole class teaching.

This policy/document was reviewed by:-	
Signed AT Moor	Position Head Teacher
Signed. B. Letissier	Position Chair of Governors
	Date:
	Date:
The next revision date is:	Autumn 2018

