

"We Care."



# Hamstel Infant School and Nursery

## Effective Feedback Policy

### Policy Document Details

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**Headteacher:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Chair of Governors:** \_\_\_\_\_ **Date:** \_\_\_\_\_

# Effective Feedback Policy

“Feedback to any pupils should be about the particular qualities of his or her own work with advice on what he / she can do to improve.”

Black, P. and William, D (1998) *Inside the Black Box*, London, King's College

Where appropriate all Hamstel Infant School and Nursery policies adhere to the articles of The United Nations Convention on the Rights of the Child.' The effective feedback policy recognises:

- **Article 29:** Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

For more detail and information on UNCRC please see 'Rights Respecting School Policy'

## Introduction

Effective feedback is integral to effective teaching and learning. It requires that teaching staff have a range of appropriate assessment methods in place which allow them to identify the current knowledge, skills and conceptual development stage of each child. Without this, feedback will not be effective or accurate. Effective feedback will focus on what the child understands, can do or knows and suggest clearly explained next steps in the child's learning journey. It must go beyond the 'marks on paper' which teachers make in response to pupil outcomes in order for it to have impact on children's learning.

It occurs:

- a) in the communication of explicit intentions and expectations for the learner and learning;
- b) in teacher to pupil and pupil to pupil interaction during the learning phase;
- c) in the use and discussion of tightly focused success criteria by teachers and pupils;
- d) in constructive responses to learning, marking of work, focused reflection and plenary discussions.

This policy defines the principles and strategies for achieving effective feedback and constructive responses to learning agreed by all staff involved in supporting the learning process at Hamstel Infant School and Nursery.

## Aims

- To raise achievement and maximise progress for all pupils.
- To ensure effective practice in and links between learning and teaching.
- To develop pupils who, as reflective, co-operative and independent learners, feel involved in their own learning and are aware of what they can do currently, their own progress over time, their next steps in learning and how to achieve this.

## Objectives

The following are the school's key objectives in terms of effective feedback:

- Meaningful and constructive feedback to pupils is based around clear learning objectives and success criteria.
- Pupils are encouraged to reflect on themselves and their peers as learners.
- Feedback is selective, focused and constructive, indicating where success has been achieved (attainment) and how improvement might be made (progress)
- Feedback focuses on the progress of the individual rather than comparison with others.
- Feedback is seen as an essential and valued part of the learning process, encouraging and enabling pupils to strive for progress.
- Feedback is readily accessible and meaningful and the pupil plays an active part in the process.
- Pupils are aware of the 'next steps' for progress in their learning and increasingly involved in determining what these might be.

## Strategies used by the school

Learning objectives are shared with pupils in the following ways:

- by being expressed in pupil friendly language (child speak: I am learning to .....)
- they are generated, displayed and referred to during the course of the lesson;
- verbally, with repeated reference and reminders throughout the session;
- by involving pupils in discussion as to what the desirable outcomes of a described activity might be (developing the criteria for success).
- by reinforcement through teacher intervention, for example “think again about what you are trying to learn / find out/ understand” or “can you remember why we said we were doing this activity?”.

**Pupils will be made explicitly aware of what achievement will look like in relation to the given task (sharing the success criteria) in the following ways:**

- through discussion at the beginning of the task with whole class or peer group;
- through the use of pre-planned written success criteria which are shared with pupils and, whenever appropriate, are placed at the start of a child’s piece of work for them to self or peer assess against or for the teacher to assess and mark against;
- through access to, and discussion of, examples of successful outcomes or appropriate marked work. This work may be drawn from a variety of sources including those beyond the particular classroom. The aim is to provide models or provoke discussion about what could be done to improve less successful outcomes (this includes teacher modelling);
- co-constructing a success criteria through demonstrating a technique or skill. This may be demonstrated at the visualiser - a particular technique in art or maybe a specific skill e.g. using a dictionary. The teacher may be thinking out loud throughout and asking questions about what they are doing.
- through effective questioning and interaction with groups and / or individuals.

**Pupils will be encouraged to reflect on their learning, development and achievement in relation to the learning objective / success criteria in the following ways:**

- by providing opportunities for reflective whole class and group plenary sessions across the curriculum;
- by modelling, and encouraging pupils to use questions which enable / require the learner to think about *what* it is they have learned;
- by modelling, and encouraging pupils to use questions which enable the learner to think about their learning and how they achieved it (the process);
- by displaying in all classrooms an appropriate range of generic reflective questions to be used by all teaching staff and pupils to guide plenary discussions (to be provided by the Assessment Leader);
- by recording reflective self-assessments on a regular basis (this may be a simple picture response to say whether the child feels they have achieved an outcome e.g. smiley / sad faces);
- by group and paired discussion with peers through the lesson sessions and in a plenary, *for example, take 5 minutes to reflect with your group on how well you think you have done in relation to the objective/s we discussed, use the success criteria to check:*
- by returning pupils to the written or initially discussed objectives and success criteria and asking them to categorise as: *achieved / partly achieved / not achieved or reflect on which success criteria they have achieved/ not achieved;*
- through the regular use of ‘learning partners’ who discuss work together;
- by seeing themselves as ‘first markers’ of their own work, for example having a checklist or success criteria for self-review of writing at the top of their page or displayed in the classroom

HEALTH WARNING: There will be times when children’s assessment of their success may be at odds with reality:- they want to please or may not have understood what was required of them. In these cases more focussed questioning from teaching staff based on the success criteria will help pupils to develop their evaluation skills.

**When marking pupil outcomes:**

- teachers use a consistent and agreed system for marking and annotation, **tickled pink** and **green for growth**. The use of a **pink** highlighter is used to promote the positive outcomes and the use of a **green** highlighter is used to draw attention to errors or areas for development within a piece of work.
- marking is related to the learning objective/success criteria, assessment linked or the pupils next steps
- pupils are clearly made aware of when corrections are to be made or when improvement is to be aimed for in subsequent work;
- pupils can read and understand the marks teachers make (teacher annotations) on their work, or are made aware of them verbally.
- pupils are given time to read/reflect on/respond to marking (fix it times), this may occur with the support of an adult

- if appropriate teacher comments may end with a question or suggestion which invites a response or action; pupils are encouraged to respond to comments and enter into a reflective dialogue.
- written feedback models the school's handwriting style and letter/ number formation
- crosses are NOT used to indicate errors

**Pupils will be made aware of where the stated (or unplanned but equally valid) objectives were successfully met (positive feedback) by the following:**

- selective marking in **tickled pink** which focuses on the learning objective/ success criteria rather than all aspects of the work;
- ticking, double ticking, highlighting, pink underlining where for example achievement was most significant or the stated objectives were clearly achieved, *for example, effective use of adjectives, use of full stops, use of correct method to solve an addition ;*

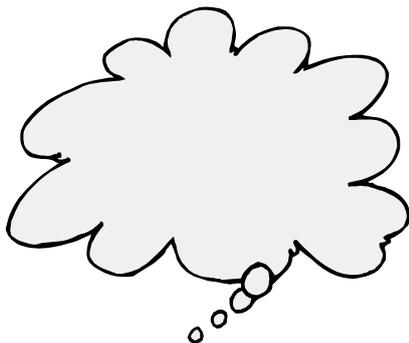


- positive comments/pictorial reference in **pink biro** inform what the pupil has been ticks for correct responses, where appropriate

NOTE: In the early years especially but also at other times feedback and “marking” will be oral and not necessarily recorded. However a short note of an oral feedback often helps when it comes to assessing the child’s progress over time and reminds both the teacher and child of the next steps when a new piece of work on this area is attempted.

**Pupils will be made aware of a manageable number of areas in which improvement / progress could be made in their work (providing feedback), and the strategies for achieving this by:-**

- purposeful written comments (“next time ....”, “try ....”, “go back to ..... and ....”, “think about ....”) when a planned opportunity is provided during the lesson or will be responded to the next morning
- reference to / comparison with parts of the work where the objective was achieved (see section above)thought bubbles at the bottom of work;



e.g. Think about .....  
Next time ....  
Try to ....

- green underlining of errors to be looked at again or talked about
- insert marks within texts to indicate areas to be revisited, developed or corrected;



(linked teacher comment in margin or at bottom of work may give guidance if appropriate)

- giving models / examples of how sections / aspects could be improved or next steps, *for example, in mathematics suggesting a method for calculation or a way forward in problem solving, which may take the pupil forward*
- pictorial symbols may be used to identify next step e.g. a jigsaw symbol as a reminder to use a connective next time
- a challenge task to be completed by the child to enable them to move forward in their learning based on the teacher’s feedback (often we spend lots of time marking or giving feedback but fail to give children time to

do something about it while it is still fresh) eg. "Take 1 sentence and rewrite with a new adjective." "Now try these 3 calculations using the method we discussed."

## Spellings

Spellings should be picked up on that a child would reasonably be expected to know or learn at their stage of spelling development. Only a manageable number of spellings will be highlighted. Children are also encouraged to check and fix some of their spellings using resources available to them such as common exception word banks, displays and dictionaries. Opportunities should be given to practice their highlighted spellings to ensure they learn them as well as fix them.

## Marking and Assessment Codes

- teachers have an agreed set of assessment and marking codes which help make the 'invisible' feedback 'visible' e.g. TAB (talked about), with a brief comment such as 'using a number line to check his work' can be added to a piece of work during the lesson.
- children are encouraged to 'code' their own work to indicate if they have worked independently (I), with a partner (P), or with a teacher (T)
- codes are also used by the children to indicate if they self-assessed or peer-assessed their work
- marking and assessment codes are displayed in classrooms

## Self and peer assessment

Self and peer assessment have a key role to play in marking and feedback. They empower children to be independent and take control of their learning.

- Where appropriate in lessons children have opportunities to assess their progress (or that of others) against the agreed success criteria.
- Pupils are trained and guided how to self and peer assess meaningfully, so it is beneficial to learning

### **Some successful peer and self-assessment strategies may include:**

- discussion with their Learning Partner
- co-operative peer marking with both children deciding on best bits and making improvements there and then
- traffic lights/smiley faces system e.g. **Green** – *I can do this! I'm ready to try something new.* **Amber** – *I'm getting there. I need a bit of help. I'm a bit unsure. I might need to practice.* **Red** – *I need help! I don't understand this. I'm not ready to move on yet.*
- use of tickled pink and green for growth pencils, highlighting what skills they have demonstrated in their work against the learning objective or success criteria
- the children use the 'Purple Pen of Power' to self-edit and improve their writing within a lesson
- thumbs up/thumbs down (Foundation Stage)

## **Expectations**

All pieces of work should be acknowledged in line with the approaches outlined in this policy i.e. either through teacher marking, peer marking or self-assessment. Marking is at its most powerful when carried out during a lesson, with a child. This allows the child's learning to feel valued, pick up misconceptions immediately, act on them and give new challenges to aid further progress. Therefore as much marking as possible should be carried out 'in the moment' within lessons.

## **Response and Detailed Marking**

- in Literacy and Maths, there should be a fair balance of teacher and child marking, however teachers should also be conscious of checking the quality of peer and self-assessments made by children
- teachers should mark Maths books daily to ensure children's understanding is clear, any misconceptions and recurring errors are picked up and this is used to inform planning and next steps
- Maths response marking should include fixing errors, or the use of 'what if....? Or 'try this....' As ways to challenge and/or check they understand
- 'Fix its and Next Steps' are provided in response to 'in the moment' learning during a lesson in direct discussion with the child
- More detailed marking in Literacy and Maths can also be carried out after the lesson and children given an opportunity later to respond and make improvements. This is done when it is relevant and purposeful to do so
- in other subject areas, work should be acknowledged and where appropriate marked in detail, 'fix its and next steps' should be provided where needed

- relevant elements of detailed marking should be introduced during Reception, which will be predominately modelled and most feedback will be verbal at this stage
- children may respond to the teacher's 'green for growth' marking with their 'Purple Pen of Power' in Literacy or Maths tasks and this will then indicate clear evidence to response marking and feedback

### **Monitoring and evaluation**

The implementation of this policy will be monitored in the following ways:

- systematic tracking of the work and records of a sample from each class by the Assessment and Subject Leaders will be carried out half termly;
- discussions with pupils about how they perceive the feedback they receive (pupil perception survey);
- involvement of Area of Learning Governors;
- review meeting involving all staff annually.

### **Review**

This policy will be formally reviewed 12 months from now.

# KEY STAGE 1 ASSESSMENT CODES

## Tickled Pink

big

You are achieving the learning objective.

siad

## Green for Growth

You are still learning. Have another look or ask for help.

Λ

Something needs developing or you have missed something out.

⇒ see the teachers note.

I

I have worked on my own.

T

A “Teacher” helped me.

P

Partner or group work.

TA

A Teaching Assistant helped me

SA

Self-Assessed by the learner.

PA

Peer Assessed by another learner.

TAB or



Talked about using a number line to check his work next time.

To show that an adult talked to you about your work

# FOUNDATION STAGE ASSESSMENT CODES

big

## Tickled Pink

You are achieving the learning objective.

siad

## Green for Growth

You are still learning. Have another look or ask for help.

S

Supported by an adult.

I

I have worked on my own.

CI

Child Initiated. I chose to do this by myself.