Red Hall Primary School

Feedback Policy

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Purpose

The purpose of this policy is to present staff with the information necessary to enable us to offer a consistent, whole school approach towards the provision of feedback.

Red Hall believes in developing a 'Growth Mindset' meaning that we believe that child can develop to reach their full potential more quickly if language and the feedback used by staff is supportive and builds self-esteem.

Growth minded language motivates students to ensure they remain persistent, resilient and focused on the process of learning. It is important to give learners feedback about how their process leads to a result they can understand that their abilities will develop with effort.

Characteristics of a Fixed Mindset	Characteristics of a Growth Mindset
• Believes intelligence and talent are fixed	• Believes intelligence and talents can be developed
• Believes effort is fruitless	• Believes effort is the path to mastery
• Believes failures define who they are	• Believes mistakes are part of learning
• Hides flaws	• Views failure as an opportunity
• Avoids challenges	• Believes failures are temporary
• Ignores feedback	• Embraces challenges
• Views feedback as personal criticism	• Welcomes feedback
• Feels threatened by other's success	• Views other's success as inspirational

Aims

"Learning happens when people have to think hard" Professor Rob Coe

The feedback children receive regarding learning can make a vital contribution to their motivation and progress. This also provides essential information for assessment and for informing further planning, teaching and learning.

The feedback that we provide for our children should be; **meaningful, manageable** and **motivating**.

Further to this, quality feedback will;

- Show that the work children have completed is valued by us and they should value their own efforts.
- Boost self-esteem and aspirations through the use of praise and encouragement.
- Assess children's understanding and identify misconceptions.
- Offer children a clear understanding of what they have achieved, matched to their learning objective and individual targets.
- Provide a clear view of where children are now in their learning and what their next steps should be.
- Challenge children.
- Allow children to support each other's progress through peer assessment.
- Have impact.

In practice our policy will;

- Eliminate unnecessary workload for staff.
- Provide feedback which is instant and has impact.
- Involve children in their own and each other's learning as much as possible making them think hard and develop independent learning skills.

Feedback in English

- In English, marking for **COLD** pieces of writing will inform future planning, and marking of **HOT** pieces will identify children's progress. In addition, guided pieces of writing will need to be quality marked, as this is their last piece before their hot write. It is essential that these three pieces of writing are quality marked using the full range of marking codes.
- Teachers will use the marking outcomes from the **COLD** write to complete a whole class overview grid to begin to inform their planning. **COLD** write marking should identify the common themes across the class and this feedback can be shared with the whole class to focus learning and allow impact to be measured.

Date	**Writing Theme/Genre**
What children do well	**Key Misconceptions**
Challenge	**Next Steps**

- English books will be checked (not formally marked) daily by teachers/teaching assistants and grids updated and annotated to continue to inform planning for learning and inform whole class feedback and reflection at the start of next sessions.
- Self-Reflection and whole class reflection opportunities must be frequent.
- Purple pens will be used by KS2 children to 'polish' their cold / guided / hot write before it is formally marked, e.g. if children complete a cold write on a Tuesday, they then look back over this and 'polish' it with their purple pen.
- Green pen will continue to be used for self-correction.

Feedback in Maths

In Maths fluency can be self-checked within the lessons using self-checking prompts Answers to the questions will be made available for the children to check themselves. This allows pupils to;

- alert the teacher of any early misconceptions;
- avoids children completing lots of work and making many mistakes harming self-esteem,
- provides early realisation and improves confidence.

Feedback in Foundation Subjects

- A minimum of one piece of extended writing per term will be quality marked within Foundation Subjects.
- Marking must be subject specific (knowledge, understanding, skills).

Whole School Practice

- Staff marking will always be completed in BLUE pen.
- Editing, improving and self-reflection by a child will always be completed in green pen. Purple polishing pens at Key Stage 2 will be used.
- All adults in the classroom should follow this policy to ensure consistency and progression.
- Specific time needs to be allocated for children to read, reflect and respond to marking.
- Peer and self-assessment should be completed with children to give them the opportunity to evaluate and suggest improvements for themselves and others. From Reception to end of KS1 the children are expected to self-assess their own work (using a 'green, yellow, red' system); in KS2 children are expected to provide a short sentence that recognises the progress they have made and / or their next steps for development (in numeracy, literacy and all other subjects). Teachers will then respond to this, either verbally or in the child's book.
- When making a decision about when to highlight an achieved criteria in the back of a book (in particular for numeracy, literacy and science) staff need to ensure that this judgement is based on purely independent or 'polished' work from a pupil and not as a result of editing or improving.
- A consistent approach to marking will be used throughout the school (*see Appendix A for marking codes*).
- Marking should be linked to the individual needs of the children: at the start of the year ALL marking codes would be used throughout a piece of writing, whereas from the February half term children will be expected to work more independently with marking codes placed at the end of a paragraph as opposed to in the margin next to a specific line. In addition to this success ladders would become more generalised, e.g. stating 'punctuation' instead of ' use ? , ! ;'.
- Staff will need to refer to subject specific 'non-negotiables' for further clarity on how to mark in each subject area (*see Appendix B*).

Types of Marking and Feedback

Verbal Feedback (VF)

An adult will talk to the child about their work and the learning that has taken place, focusing on the learning objective, success criteria for the learning or specific targets. The child should be questioned about aspects of their work where input is required to correct misunderstandings or further extend their learning. The work will then be annotated and marked **VF**.

This type of marking is particularly important in EYFS and KS1 or with SEND children where accessing written comments would be difficult.

Written Feedback

This consists of ticks when something is correct and a dot when it is incorrect and is used with closed tasks where there is either a right or wrong answer. This type of marking can also be used by children (monitored by an adult) e.g. to mark a maths test.

Most work will where possible be marked in relation to the learning objective. This will include next steps in order to achieve a specific target. Some marking will take place with the child, in order to give immediate feedback and allow a response to marking.

In order for the marking to have an impact on learning the children need to be given time to read and act upon suggestions given. Time should be allocated for children to read and respond to any comments made by the teacher. This needs to happen as soon as possible and before moving on to another piece of work, to allow the children to apply new understanding. This work should be completed in green pen.

Editing and Improving

Different types of prompts can be used depending upon the type of work/task involved and the ability of the child;

- A reminder prompt (Can you think of a better word than 'said'?
- A scaffolded prompt (What kind of person was he? Change 'bad' for something more powerful that makes him sound scary.)
- An example prompt (Try one of these words or a word of your own instead of….)

Growth Mindset Examples

When they struggle despite strong effort:

- You might be struggling, but you are making progress. I can see your growth (in these places).
- Look at how much progress you made on this. Do you remember how much more challenging this was (yesterday/last week/last year)?
- You can do it – it's tough, but you can; let's break it down into steps.

When they struggle and need help with strategies:

- Let's think about how to improve (the accuracy of) this section/paragraph/sentence/word choice/logic/description/problem/calculation.
- Describe your process for completing this task.
- What parts were difficult for you? Let's look at them.
- I can see a difference in this work from before, you have really progressed.
- I am very proud of you for not giving up, look what you've achieved…

When they succeed and are ready for the next challenge:

- I want you to remember for a moment how challenging this was when you began, look how far you've come…
- It's exciting to see the difference in your work now when I compare it to your earlier work…
- You're ready for something more difficult, which skill would you like to focus on next?

How can children evaluate their own learning?

All children at Red Hall Primary School have targets for the development of their work. Each lesson has a learning objective (LO) clearly displayed, which is shared by teachers at the beginning of the lesson.

Self-Assessment

1. In Key Stage 1 children should colour in a box or smiley face which relates to their LO in Red, Yellow or Green at the end of their piece of work.
2. In Key Stage 2 children should use a coloured pencil at the end of the piece of work (R/Y/G) assessing themselves against the LO. They are also expected to write a sentence to self-assess a completed piece of work to recognise their own progress.

Peer Assessment

As children progress through school they should be given opportunities to evaluate each other's work in any subject;

- Children need to be shown how to do this and have the opportunity to practice through modelling (e.g. using legible cursive script, or a dictionary to check spellings, so that feedback can be read and is beneficial).
- Children should be given clear guidelines for how to carry out this assessment.
- Pairings/groupings should be chosen carefully.
- Children should be encouraged to participate in a dialogue.

Presentation

It is very important to ensure consistency towards presentation of work across the school. Staff should focus on the following guidelines to ensure this consistency, taking into account age and ability of children where necessary.

Children will write in pencil until they demonstrate sufficient ability to write fluently and legibly, at which point they can use a handwriting pen (as supplied by the school).

Work should have a date and title and lesson objective, which should be underlined, using a ruler. As a priority, children should be encouraged to write the date and titles themselves, though where necessary, teachers may do this or use other methods such as date stamps or sticky labels with titles printed on.

Early Years foundation stage (EYFS) and Key Stage 1

Children should be encouraged to write from the left hand edge of the page, or margin, though EYFS does allow for more freedom when first exploring letter shapes and formation.

Key Stage Two

All pupils will be taught to use the cursive handwriting style. Modelling of appropriate presentation and handwriting style should also be evident in adult's marking.

Praise and Encouragement

As well as the encouragement offered by the above system, staff should make liberal use of the various stickers and stamps available to reward effort and achievement alongside positive comments and feedback.

Appendix A

Marking Codes to be used in English and Foundation Quality Marks

R/Y/G	Green = Learning Objective Achieved Yellow = Some progress made against Learning Objective Red = No progress made against Learning Objective
CL	Missing or incorrectly placed capital letter, with a CL in a box in the margin
Punctuation Mark in a box	Missing or incorrectly placed punctuation mark in a box in the margin
Word Double Underlined using a ruler	Spelling Error (These should be selected from targeted spellings linked to national curriculum expectations and Read, Write, Inc.)
Word or Sentence underlined with a squiggly line and ?	Does this make sense?
//	New Paragraph
^	Omission Mark for a missing word or phrase
G in a box	Grammatical Error

Additional Codes

VF	Verbal Feedback Given
I	Independent Work
W/C	Whole Class

- **Adults will place their initials next to marking comments, as well as giving the date and a Red / Yellow / Green assessment, e.g.**

G RG 20.07.17

Important information:

After February Half Term, marking codes will be included at the end of a longer paragraph indicating where punctuation errors / spelling errors have been identified. It is then up to the child to edit these errors, using prior knowledge. If children struggle with this, further teaching and intervention needs to take place.

Appendix B

Subject Specific Non-Negotiables

NON NEGOTIABLES IN WRITING

ESSENTIALS

1. Children to gain their **handwriting pens** from **Miss Snowdon** – opportunities available for this half termly – children must come to the hall and bring their books with them, Literacy as well as other subjects.
2. The **long date** should be included for all pieces of writing e.g Thursday 10th August 2018. This needs to be underlined using a ruler.
3. A **challenging learning objective** linked to the stage the children are on and the stage they should be on must be used each lesson. This can be either be an "I can" statement or a "to be able to" statement.
4. Cold pieces of writing must be backed onto **blue card**. Hot pieces must be the same on **yellow card.**
5. **Differentiated** success ladders must be given for all hot pieces of writing. These should not be too prescriptive. These must have an area for **children to self-assess** as well as the Teacher / TA marking the work to also assess.
6. Marking **must** be kept up to date and completed in **black** pen.
7. Editing and improving needs to be more **substantial**. Instead of asking a child to write a sentence with a conjunction in, ask the child to rewrite a paragraph including two conjunctions. This shows they understand the concept of using conjunctions.
8. **Green pen** to be used for editing and improving on a **daily** basis.
9. **Purple** pens will be used to **'polish'** a piece of work before it is looked at by the teacher. This will be rolled out in Key Stage 2 to begin with.
10. **All staff to move around groups**. Teachers need to have an understanding of the progress of ALL groups within the classroom.
11. **Ensure marking for cold pieces of writing informs future teaching**, for example: if you recognise children have not understood persuasive language in a persuasive letter, lessons after the cold piece of writing should focus on these identified targets. This must also be seen through planning.
12. **T**ermly scrutinies will monitor the performance of each class against these criteria.

NON NEGOTIABLES IN NUMERACY

ESSENTIALS

1. Work in **pencil** and use a **ruler**
2. Have a **challenging LO** linked to the stage children are on and the next stage up
3. **Self-assessment** for **each** lesson
4. Opportunities for children to **self check t**heir **fluency work.**
5. Short date **always** used, i.e. 10.08.2016 – this must be underlined
6. **More independent** work than worksheets
7. Feedback given in **black pen** linked to LO if necessary. No 'well done' but explaining how to improve (using cursive script handwriting) or challenging further
8. **Green** pen used **daily** for corrections
9. **Weekly challenges** – linked to LO and completed in **green** pen
10. New approach to promote mastery in mathematics used for at least 3 lessons a week.

- Termly scrutinies will monitor how each class is performing against these criteria.

NON NEGOTIABLES IN SCIENCE

ESSENTIALS

1. Work to be completed in **Science** books or in Big Book. Use your Big Book for whole class work e.g. whole class investigations/experiments or class discussions.
2. Children to use pencil at all times for drawing (e.g. diagrams and observations) and a handwriting pen (if they have been awarded one) for the writing.
3. The **short date** should be included for all science work e.g. 10.08.2016.
4. A **title** and **challenging learning objective** linked to the stage the children should be on must be used each lesson. Learning objectives should be differentiated.
5. The date and title must be **underlined** using a ruler.
6. **Science assessment grids** for the stage connected to that year group must be displayed in the back of each child's book and regularly updated.
7. **Children to self-assess** at the end of each lesson as well as the teacher / TA marking the work to also assess.
8. Marking **must** be kept up to date and completed in **black** pen.
9. Marking must give the children the opportunity to correct misconceptions. Marking must focus on scientific knowledge not English skills.
10. **Green pen** to be used for misconception correction.
11. **All staff to move around groups**. Teachers need to have an understanding of the progress of ALL groups within the classroom.
12. **Minimum** of one investigation or science experiment each half term. Must be set out correctly.
13. Big Books are to be used **actively** in lessons so teacher can model scientific language, record children's thinking and not as "presentation" books.

NON NEGOTIABLES IN TOPIC

ESSENTIALS

1. Evidence of a range of learning activities and opportunities to develop writing skills within some activities.
2. Work should be differentiated appropriately to suit year group and cohort ability.
3. Children to use pencil at all times for drawing (e.g. diagrams and observations) and a handwriting pen (if they have been awarded one) for the writing.
4. The **long date** should be included for all topic work e.g. Monday 6th March 2017.
5. A **title** and **challenging learning objective** linked to the curriculum area must be used each lesson.
6. The date and title must be **underlined** using a ruler.
7. Evidence of baseline assessment should be evident at the beginning of **every** topic demonstrating as much as possible what the children already know.
8. Opportunities for some self / peer assessment at the end of some lessons as well as the teacher / TA marking the work to also assess.
9. Marking **must** be kept up to date and completed in **black** pen and comment on skills and knowledge not English based.
10. Marking must give the children the opportunity to correct misconceptions or potentially challenge the children.
11. At least **one** piece of work in topic **quality marked**.
12. **Green pen** to be used for misconception correction.
13. Stages of the Cornerstones curriculum must be made clearly highlighted in all lessons – Engage, Develop, Innovate and Express.

NON NEGOTIABLES IN SMSC

ESSENTIALS

PSHE Individual Books

1. Long date is to be used, underlined with a ruler.
2. Clear learning objective, linked to the PSHE SOW.
3. A baseline and summative assessment must be completed at the beginning and end of each unit.
4. A reflective evaluation must be used after each lesson.
5. Differentiation must be used so accessible and challenging for all.
6. The same standard of work from literacy and numeracy should be expected.
7. SOW for the children's year group must be stuck in the back of the children's book and when sessions are completed they dated and coded where the evidence can be found.
   (e.g . 6.3.17 BB.)

PSHE Big Book

1. A clear date and learning objective should be on each piece of work.
2. Any individual child's work should be named.
3. National Initiatives such as Anti- Bullying week, Children in Need, NSPCC etc must be evidenced.
4. Global Learning needs to be evidenced at least once a half term.
5. SOW for the children's year group must be stuck in the back of the Big Book and when sessions are completed they dated and coded where the evidence can be found.
   (e.g . 6.3.17 BB.)

RE books

1. Long date is to be used, underlined with a ruler.
2. Clear learning objective, linked to the RE programme of study.
3. A baseline and summative assessment must be completed at the beginning and end of each unit. The summative must be completed in green pen, adding onto the baseline assessment. This will allow for progress to be clearer.
4. Differentiation must be used so accessible and challenging for all.
5. The same standard of work from literacy and numeracy should be expected.