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'. We believe that each child can develop, to reach their full potential if language and the feedback used by staff is supportive and builds self-esteem.

Growth Mindset 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. We pride ourselves on enabling the children to 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.
- 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.
- Allow teachers to have an overarching view on successes in lessons, using whole class marking grids.
- Allow children to complete self-marking where possible.

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 from their cold piece.
- Teachers will use the marking outcomes from the **COLD** write, to complete a whole class overview grid (see example marking grid below) which will inform their planning. **COLD** write marking will identify the common themes across the class and this feedback will be shared with the whole class, to focus learning and allow impact to be measured.
- Extended pieces of writing (Guided pieces) will need to be quality marked, as this is a child's last piece before their final, assessed independent write. Extended pieces of writing, will be marking using the school marking codes.

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 will take place throughout all genres of writing.
- Purple pens are used by KS2 children to 'polish' their cold / guided / hot writes before they are 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, on either a Wednesday or Thursday, with 'fresh eyes'.
- Green pen will continue to be used for self-correction by all classes from Year 1 – Year 6.
- Children then copy their final draft into their Proud Books, which is marked using the Proud Book Marking Codes, as seen in *Appendix A*.

Feedback in Maths

Fluency activities:

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;

- Have another go at correcting any errors they made have made, using green pen.
- 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.

Where there are common misconceptions between groups of pupils, the teacher will then give whole class or group feedback to these children the following day.

Problem Solving and Reasoning activities:

- Problem Solving and Reasoning activities are marked in a similar way to fluency, whereby children have opportunities to self-assess, as well as peer assess their work.
- Staff should give quality, written feedback, which is constructive, when the learning intention has not been met.
- Where a group of children have not met the learning intention, whole class or group feedback will be given with a 'Pit Stop' explaining next steps. *(See Appendix C)*

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).
- All subject specific terminology will be underlined in the colour of that book e.g. PSHE is a purple book, therefore key terminology will be underlined in purple.

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 for writing.
- 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 (excluding Y3 until the Summer term, or when ready) are expected to provide a short sentence that recognises the progress they have made and / or their next steps for development (in Maths, English and all other subjects). Teachers will take note of children's comments and address if necessary, through whole class teaching the following day.
- When making a decision about when to date an achieved objective in the back of a book (in particular for Maths, English 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 is used throughout the school (*see Appendix B for Generic 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 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 will either become more generalised, e.g. stating 'punctuation' instead of ' use ? , ! ;'., or will be blank, and left to be edited by the children.
- Staff will need to refer to Subject Expectations, for further clarity on how to mark in each subject area (*see Appendix D*).

Types of Marking and Feedback

Live Marking

- Across all subjects, teaching staff use live marking as an immediate form of feedback. At Red Hall, this can be seen through the use of visualisers, mini-plenaries, 'Pit Stops', similar/additional questions written directly into children's books when a misconception is recognised.
- CPD on 15.9.22 made this explicit for all staff.

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 marked **VF**. This type of marking is particularly effective in EYFS and KS1, or with SEND children, where accessing written comments may 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. marking within Maths.

Quality written feedback will include next steps in learning needed to help the child to achieve the learning objective, or their own individual targets.

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?

<u>How can children evaluate their own learning?</u>

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.

Please see *Appendix D* for Subject Expectations.

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

Proud Book Marking Codes

Marking Codes		Teacher codes						
The pupil can write for a range of purposes and audience (including writing a short story):		RP						
Working towards the expected standard:								
Using paragraphs to organise ideas		//						
In narrative writing, describe settings and characters		adj fig adv						
In non-narrative writing, use simple devices to structure writing and support the reader (e.g. headings, sub-headings, bullet points).		head sub-h .bp						
Using some cohesive devices within and across sentences and paragraphs		cd						
Using different verb forms mostly accurately		vf						
Using co-ordinating and subordinating conjunctions		co-ord subord						
Using mostly correctly	Capital letters	cl						
	Full stops	fs						
	Question marks	?						
	Exclamation marks	!						
	Commas for lists	,						
	Apostrophes for contraction	'c						
Spelling most Y3/4 statutory words correctly		Y3/4 sp						
Spelling some Y5/6 statutory words correctly		Y5/6 sp						
Producing legible joined handwriting		hw						
Working at the expected standard:								
The pupil can write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing):		features						
In narratives, describe settings, characters and atmosphere (Using adverbs, prepositional phrases and expanded noun phrases effectively to add detail).		adj fig adv prep enp						
Creating atmosphere and integrating dialogue to convey character and advance the action		d-character d- action						
Selecting vocabulary and grammatical structures that the writing requires (mostly correctly)		vocabgram						
Using a range of cohesive devices, including conjunctions, adverbials of time and place, pronouns and synonyms, within and across sentences and paragraphs		co-ord subord adv						
Use verb consistently and correctly throughout their writing		consisverb						
Using modal verbs mostly appropriately		modal						
Using passive verbs mostly appropriately		passive						
Using a wide range of clause structures, sometimes varying their position within the sentence		clausestruc						
Using mostly correctly	Inverted commas	" "						
	Commas for clarity	, clarity						
	Punctuation for parenthesis () - - ,	paren () paren - - , , paren						
Making some correct use of	Semi-colons	;						
	colons	:						
	hyphens	-h						
Spelling most of the Y5/6 statutory words correctly and use a dictionary to check the spelling of uncommon or more ambitious vocabulary		Y5/6 sp						
Maintaining legibility, fluency and speed in handwriting		hw=						

Appendix B

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 highlighted in yellow	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 NH 21.9.22

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 **in UKS2 (Years 5 & 6).** 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 C

Example of 'Pit Stop' for group / whole class feedback

PIT STOP

I noticed during our lesson that you found the reasoning element a little bit tricky. Let's review these types of questions together as a group, in a 'we do, you do' approach. ☺

Remember in this reasoning task, to think about these STEM sentences:

- He/She is / They are incorrect because…
- I know that…therefore…
- The rule for…
- He/She/They would need to…

Appendix D

Core Subject Expectations

Expectations for **all** core subjects:
For all subjects we expect staff to: • Write the date and title • Underline the date and title • Show evidence of live marking, with feedback clearly addressing misconceptions and/or providing challenges. • Update assessment grids regularly.

Additional expectations core subjects:	
Reading	• Long date e.g. Monday 5th September 2022 • Reading journey to be followed, linking to the text type in writing. • Each set of VIPERS questions to be stuck in pupils' books, with VIPERS indicated at the side of each question. (Yr1-Y4). Year 5 and 6 pupils to have VIPERS question stuck in books without the acronym indicating what type of question. • Class novel to be read daily. • 'Let's talk books' to be completed once in a week as a 'do now' activity in big book. • Three times a week (M, W, F) reading do now task to allow quizzing and opportunities to listen to pupils read. • All pupils to be listened to by an adult at least once a week. • Bottom 20% of readers to be listened to at least three times a week. • All classes to have a reading corner, displaying books linked to the topic, pupils interests and a variety of genres and authors.
Phonics	• All staff will electronically annotate the short-term planning document with which sound/aspect is taught. This will then be uploaded to G Drive weekly. • Phonics will be reassessed at the end of every half-term. All assessments to be given to Phonics Lead on the final day of each half-term. • RWI Phonic Sessions will have included reading one book twice a week.
Writing	• Long date e.g. Monday 5th September 2022 • Writing journey to be followed for each unit of writing. • Grammar reflection at the start of every lesson. • Pupils final piece of writing to be recorded in proud books and marked, indicating what the pupils have included and the next steps for the children in the next unit. • English working wall to display targets, spelling rule., key vocabulary and the model text, as well as any sentence/grammar rules. • Cursive handwriting to be taught once a week using Letter join unit according to age group. • Spelling to be completed three times a week. • Pupils should use green pen to make corrections suggested by the teacher/next steps and purple pen for self-editing.
Maths	• Date in numerals e.g. 5.9.22 • 1 number in 1 square (from both children and staff!) • Each resources box is labelled appropriately e.g. fluency, reasoning etc. • LetterJoin font used on resources where possible. • Appropriate sized boxes. Think about saving INK! • Opportunities for children to self-mark in fluency tasks • Self-assessment – RYG box (comment from UKS2)

	• Evidence of pupils using STEM sentences in their reasoning responses. This may be scribed by an adult for SEND children. • Quality marking from staff in problem solving and reasoning tasks.

Wider Curriculum Expectations

Expectations for **all** wider curriculum subjects:
• Start the lesson with a reflection wizard   • Use the subject curriculum documents for accurate coverage of each subject   • Use the planning expectations document to plan correctly for the subject   • Start with a concept map

Additional expectations wider curriculum subjects:	
Science	• Use short date • Use a question as the title • Include an investigation or experiment in every half term • Start lessons with a Science wizard in books or on a saved notebook • Include a plenary with a big question, odd one out, big dreams, I wonder etc. • Class display with must use and could use vocabulary (made with widget images) • Use class Big Book and reflect on prior knowledge • Complete a termly extended write
PSHE	• Use long date e.g. Wednesday 21st September 2022 • Highlight and date when skills and knowledge are taught on the curriculum document, in back of books plus SMSC Big Book • Complete a termly extended write
RE	• Highlight and date when skills and knowledge are taught on the tracker. • Complete a termly extended write
HISTORY	• Evidence that the whole curriculum is taught must be visible in the big book, hook book or individual books • Use a short date • Highlight on tracker in backs of books when children are secure • Complete a termly extended write
GEOGRAPHY	• Evidence that the whole curriculum is taught must be visible in the big book, hook book or individual books • Use a short date • Highlight on tracker in backs of books when children are secure • Complete a termly extended write
ART and D&T	• Short date • An artist / inventor will be focussed on during every project • Early Years will have an Art / DT provocation once a half-term • Early Years will evidence the learning journey in Floor books, with examples of work • Years 1-6 will evidence Art in sketchbooks and DT in DT files. These will follow each child through the school • At the end of each half-term, the Art / DT tracker will be uploaded to the G Drive
PE	• Staff modelling correct Red Hall PE kit • Children wearing Red Hall PE kit - either red or black PE shorts with a plain white t-shirt

	• Jewellery to be removed, long hair tied back • Equipment already out at the beginning of lessons / ready to set up • All lessons to begin with a warm up and end with a cool down • Skills which are achieved during the lesson, then to be signed off by the class teacher / PE coach
MUSIC	• Music lesson to be taught on a Wednesday (y2+ will receive timetable for lessons) • Baseline recording on QR code, to be glued into class floor book and dated, with topic title • End of topic recording on QR code, to be glued into class floor book and dated with topic title • Assessment grid completed every half term
COMPUTING	• Save evidence in Big book, google docs or folders (Computing Folder) • Short Date • Children in KS2 to have a computing folder each with the correct label on the front • Concept maps KS2 individual – placed in folders. KS1 whole class – Big book
MFL: FRENCH	• French is taught weekly for a minimum of 30 minutes • Date written in French e.g. Lundi 5 Septembre 2022 • Evidence in books at least fortnightly • Work is self / peer marked, and teachers then use RYG coding to mark e.g. G NH 21.9.22 • Assessment grids with objectives are at the beginning of each unit and updated by staff and pupils (self-assessment)