



WENLOCK CHURCH OF ENGLAND JUNIOR SCHOOL

Learning and growing together within the love of God

FEEDBACK POLICY

November 2017

Rationale

At Wenlock, we believe that all children should receive high quality feedback about the work they have produced. Feedback may be given verbally or through written comments and will enable children to understand how well they have achieved, in relation to the learning objective and success criteria. It should develop children into being confident and reflective learners whilst guiding them towards ways that can further their learning and understanding. Regular feedback allows the teacher to adapt planning, challenge and progress children's learning and set interventions in line with individual needs and abilities therefore raising standards.

Reasons for providing feedback

- To recognise effort and attainment.
- To provide suggestions for improving learning.
- To assess children's performance against stated learning objectives.
- To inform future planning.
- To inform parents of their child's learning
- To improve a child's confidence.
- To celebrate success.
- To enable children to reflect on their learning.
- To identify children who need more support or deeper challenge.

At Wenlock C of E Junior School we give regular thought to how values can be used to support the child as a reflective learner and promote equality through quality teaching and learning. The school recognises and values all individuals no matter what their ethnicity, gender, disability and special educational need and social background.

The feedback policy is to be followed by all teachers and any other staff who are responsible for marking books (HLTAs, Supply, Student teachers). If books are being marked by someone other than the class teacher, the work needs to be initialled.

Teachers are expected to spend time at the beginning of the year explaining their marking to the children they teach.

Monitoring

Use of the Feedback policy will be monitored and reviewed as part of Wenlock's monitoring cycle. This will give SLT and staff the opportunity to reflect on the effectiveness and impact of the policy. As part of the monitoring cycle, year leaders and their teams will receive evaluative points in relation to their effective use of feedback and the policy.

Appendix

1. Types of feedback
2. Non-negotiables
3. English feedback
4. Maths feedback
5. Feedback Prompts

Appendix 1: Types of Feedback (EXAMPLES TO BE ADDED FOR LIGHT, DEVELOPMENTAL and SELF/PEER)

- **Light feedback** (written) to acknowledge effort, celebrate success and recognise attainment. Suitable for:
 - Work that has been completed as a class
 - During a lesson as the teacher or TA sees fit
 - Group work
 - Mind maps, word clouds, title pages
 - Corrections
 - A final piece of writing
 - Successfully completed learning objective (see below)

- **Developmental feedback** (written) to deepen children's understanding, challenge children, prompt what they need to do next to progress, next step. This will be used for the following:
 - Addressing misconceptions in all subjects
 - A minimum of twice per block in Maths
 - During the build-up to a long write in English
 - Towards the end of a topic in Science
 - Towards the end of a Big Question in RE and Theme

- **Self/Peer Assessing** to help children become aware of expectations and help to develop them into reflective learners. Although this lends itself to subjects such as maths, children should be given frequent opportunity to carry this out across the curriculum.

- **Verbal feedback** to address misconceptions or to help diminish gaps in learning/understanding. This can be provided by a teacher or TA but must be indicated in the child's book (VF, Please see me etc). It can also be given during the lesson as required.

- **Fast feedback** to address reoccurring misconceptions or gaps in understanding. This will be organised by year leaders for maths and be carried out by experienced TAs. Year teams need to liaise with each other, in order to decide what other areas this is needed for.

Appendix 2: Our Non-negotiables (Applicable for all subjects unless specified)

Learning Objective stickers

- Each piece of work will be marked according to the lesson's learning objective and success criteria. The learning objective and success criteria are to be printed, using the **XCCM Joined FC1r** font, onto a sticker placed in the child's book.

LO2 Multiply 4 digits by 2 digits

SC

	Remember a place holder when x by the tens column	
	Total both lines of answers	
	Use the strategy to solve word problems	

- The child should record the date above the sticker. If the learning objective is carried on over several days/sessions, there is no need for a new sticker. The child should record the date directly underneath the previous day's work to continue with the objective.

Children should self-assess using the traffic light system on the sticker. Each success criteria should be coloured on the left hand side, either:

- red (I haven't been able to complete this/I don't understand)
 - orange (I feel unsure/I would like it explaining again)
 - or green (I am confident that I understand/ I would be able to do this again).
- Right hand side to be completed by the teacher/HLTA/student/supply using the same system.
 - If orange or red is used or there is an inconsistency between the child's and adult's perception this must be addressed through verbal feedback, fast feedback or a written prompt.
 - Where orange or red occurs for a large proportion of the class, the teacher is expected to spend time re-teaching or exploring the LO further.
 - The use of the colour green against the success criteria ~~itself~~ indicates the child has been successful, 'light feedback' celebrating/praising their success may be used or 'developmental feedback' a challenge to deepen learning may be used.

Highlighting

- If a teacher chooses to use highlighters to mark, they should be orange and green to be consistent with the sticker RAG system.
- Highlighting must be used to mark/conference long writes.

Self/Peer Assessing

- Children should be given frequent opportunity to self and peer assess across the curriculum.
- Children should use a green and orange colouring pencil to tick (correct) or dot (incorrect) in-line with the sticker RAG system.
- When children are completing corrections/spelling mistakes, addressing next steps or completing challenges they should use a purple pen.

Spellings

- Errors spelling high frequency words (English) and technical vocabulary (all other subjects) should be identified clearly. Maximum of 3 words per piece of work.
- Children should be directed to a dictionary and rewrite the word 3 times.

Digit Formation

- In Maths, incorrect formation of digits needs to be identified and the correct formation modelled by an adult underneath the work.
- The child should copy out the correct formation 3 times.

Conferencing

- Conferencing children's writing in English will take place at least twice a half term.
- Final pieces of writing to be acknowledged with a comment celebrating the work.

Support

- If a child has received TA or Teacher support during a lesson, this must be recorded to the side of the work.
- Depending on the level of support the following should be used:
 - CT/TA if the child required prompting or reminding
 - CT+/TA+ if further explanation or scaffolding was required.
- In line with school development plan, Pupil Premium books should be identified (ie. with a sticker on the front cover) and given priority.

Appendix 3: English Feedback (EXAMPLES TO BE ADDED)

Feedback should be provided daily, as above and with the following additions for longer pieces of writing.

The teacher will highlight, using a green highlighter pen, where the pupil has produced the best aspects in-line with the learning objective and using the success criteria as guidance. The teacher will indicate areas for development / improvement again referring to the LO and SC - an orange highlighter is to be used for this.

The teacher will support the pupil in making improvements by writing a 'closing the gap' comment.

These comments will take the form of:

- A reminder prompt – suitable for older or more able children – where the child is reminded about what could be improved.
- A scaffolded prompt – suitable for children who need a little more structure, e.g. a question or an unfinished sentence.
- An example prompt – suitable for all children but especially for younger or less able children, e.g. providing the children with a choice of words or phrases.

Please see Appendix 5 for a list feedback prompts.

Conferencing:

In addition to the highlighting procedure above, twice a half term children's writing will be conferenced with their teacher. The following steps should be followed:

- Mark work as above but without a 'closing the gap' comment
- Discuss with the child the positive aspects of their work and what ideas they have to improve the areas in orange.
- Children are then given time to make the improvements with their purple pen.
- They then write a final piece in their writing progress books.
- The final piece of writing is to be given light feedback to celebrate the child's writing.

Appendix 4: Maths Feedback (EXAMPLES TO BE ADDED)

Feedback should be provided daily, as above and with the following additions.

- Light /verbal feedback should be used throughout the lesson while children are working independently to instantly address misconceptions.
- Ticks should be used for correct work and dots for incorrect work.
- Developmental feedback - where children are challenged to deepen their thinking should be provided at least twice within a block.
- If a child has been referred for Fast Feedback as a result of their work, FF should be recorded next to the LO sticker.

These prompts can either be used as written or verbal feedback and are only suggestions. Some are scaffolded more than others to cater for differing abilities and needs.

Writing Prompts	Maths Prompts
Read your work – can you add... (3 full stops, an adverbial which says where, a question mark, etc)	Look back at your work – can you add...(your method, a number line)
Try to find the sentence which needs to be changed /doesn't make sense and improve it.	Can you find where you went wrong?
How could you check this?	How could you check this?
Now try these... (if activity writing about prompts/pictures/adding punctuation/Grammar)	Now try these... (extension questions/Consolidation questions)
	If the answer was What could the question be?
Is there another way you could write this information (highlight sentence)?	Is there another way you could do this?
Can you find a way you could write this in a shorter sentence?	Can you find a quicker way of doing this?
Finish this sentence:	Finish this sentence: (Explaining work)
Fill in the blanks:	Fill in the blanks: e.g. $\square 2 + \square 6 = 6\square$
Highlight the sentence where you have used... (adverbials, connectives, correct punctuation, speech marks, persuasive language, etc)	Highlight where you have used (column method, grid method, a strategy to check your answer, etc)
Boom! This sentence by adding	
Tell me 1/2/3 reasons why I should give you a Wow! Point for this work.	Tell me 1/2/3 reasons why I should give you a Wow! Point for this work.
Tell me ... that have ...?	Tell me ... that have ...?
Tell me two sentences that have adverbials.	Tell me two numbers that have a difference of 12.
What ... would you use to...? e.g. What word would you use show me what the character is feeling?	What ... would you use to...? e.g. What unit would you use to measure the width of the table?
	What are the ... of ... ? What are the factors of 42?

Please write another ... connective/sentence that shows me how the caterpillar moved.	What is another ... method that might have worked?
Show me how you think this sentence would work with ...adverbials/connectives/ adjectives.	Show me how you think this will work with ...other numbers/3 digit numbers?
Verbal: Please talk me through what you have done so far.	Verbal: Please talk me through what you have done so far.
Show me how you could write it with ... adverbials, connectives, punctuation?	Show me how you could do it with ... simpler numbers ... fewer numbers ... using a number line?
What would happen if...?	What would happen if...? e.g. What would happen if you started with 52?
What new words today? What do they mean?	What new words today? What do they mean? What maths words also mean...?
	Would it work with different numbers?
What if you could only use...? e.g. Short sentences, complex sentences, The adjectives for sight and sound?	What if you could only use ...? e.g. Multiples of 5, 3 digit numbers, numbers less than 0?
What if you could not use...? What if you could only use...? Short sentences, simple sentences, the adjectives for sight?	What if you could not use...? Multiples of 5, 3 digit numbers, numbers less than 0, one digit numbers?

Review Date: July 2018

Then once every other year so next review July 2020