

Broad Square Primary School



Feedback Policy

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Updated on:	Changes made / notes:
October 2018	Principles of effective feedback remain the same, marking criteria has been adapted to reflect current recommendations on workload by the DfE and Ofsted
September 2019	Addition of statements relating to questioning for depth and mastery of concepts. Addition of 2 Build A Profile for EYFS Addition of new assessment leaders
September 2020	Addition to Guidance for Staff: Feedback for Remote Learning

Signed: V. Corbett (Headteacher)
Signed: J. Sloan (Chair of Governors)
Date: September 2020

V. Corbett
J. Sloan

BROAD SQUARE PRIMARY SCHOOL

Feedback Policy

At Broad Square Primary School we believe that high quality, consistent and timely feedback enhances children's learning by engaging the children as active participants in their learning and by providing personalised help and guidance. Reviewing pupils' learning provides teachers with the opportunity to gauge understanding and identify misconceptions in order to inform future planning. It provides a basis for summative and formative assessment to inform individual tracking of progress.

We are committed to the use of effective feedback to support all children to achieve their year group expectations regardless of gender, race, age, ethnicity, attainment, disability, sexual orientation or background. We believe that everyone in the school is of equal value and should have equal opportunities.

We review children's work and offer feedback in order to:

- Advance pupils' progress and outcomes;
- Allow pupils to fully understand concepts; deepening their knowledge and enhancing their skills;
- Provide feedback to children about their learning so they know what they have done well and what they need to do to further improve;
- Establish how we need to plan for children's future development;
- Ask questions to help children to reason, hypothesise and evaluate their work;
- Show that we value their work and encourage them to do the same;
- Boost self-esteem and aspirations through use of praise and encouragement;
- Give a clear general picture of how far they have come in their learning and what the next steps are;
- Promote self and peer assessment, to enable them to take more responsibility for their own learning and
- Share positive examples of work which highlight expectations.

Principles of feedback:

- The best feedback is constructive dialogue that takes place between teacher/teaching assistant and pupil whilst the task is being completed.
- Children should be given time to make improvements to their work at an appropriate point in the lesson; they should do this using a green pen.
- The feedback should always be against the lesson's learning objective. This might be verbal or written and progress should be seen over time as a result of this feedback.
- Feedback will be given on an individual level, at a class level and at group level as appropriate. Books will always be reviewed at the end of each lesson and grouped according to the evidence of children's attainment. This will then form the basis of the planning for the next session.
- Comments should be positive and appropriate to the age and current attainment of the child.

- Children should be given opportunities to self and peer assess. This will need to be modelled to them and developed over time. Children should be encouraged to reflect on and learn from their mistakes and edit as necessary. Mistakes should not be rubbed out as these show a development of the learning and understanding process.

Guidance to staff

Live Marking/Assessment and feedback during the lesson

- Success criteria can be used to help pupils to access and improve their own or others' learning. This should be clear and succinct, shared or developed with the children and modelled so that the children understand your clear expectations.
- Whole class 'marking' – using children's misconceptions from the previous day and feeding those into teaching points with the support of a visualiser or showing excellent examples of children's work with the visualiser to give children a model to aspire to.
- The teacher/teaching assistant reviews children's learning during the lesson to address misconceptions or to challenge individuals or groups. Lesson design is chosen specifically by the professionals but should strike a balance between 'shallow' live marking and more 'in depth' live marking. Questions to deepen understanding should be planned and posed to the children in order to allow them to master a concept.
- Small group conferencing involves a teacher or teaching assistant working with a group of children to deliver more detailed feedback as a result of their work in the previous lesson. **This should happen for each child at least once a week in each core subject area.**
- Teachers should use non verbal symbols (see chart) where appropriate within a lesson or if distance marking is employed, to draw children's attention to misconceptions or omissions to individual's work.
- Children will **self-assess** against the learning objective using the traffic light system – Red – didn't achieve, Orange – partially achieved, Green – achieved. When able, children should add a brief comment to explain their choice. This comment should be increasingly insightful from children as they progress throughout the school in order to give teachers an insight into what they found difficult, what helped them to develop their understanding (e.g. adult help or resources from the help desk) and what they feel that they are now able to do as a result.
- All children are encouraged to present their work to the highest standards. Progression in presentation is expected throughout the year.

Distance Marking/Feedback after the lesson

- **All books** should be checked and analysed after the lesson and sorted into piles depending on how the children have achieved. The most beneficial use of time after this is designing the next lesson with progression in mind.
- Feedback delivered closest to the point of action is often more effective than feedback provided at a later date, however at times, distance marking will be required e.g. when marking an extended piece of writing.

- The teacher will mark against the learning objective but will focus on strategies to help the child move on, rather than writing a comment for comments' sake. Any marking or feedback should support pupils to address the misconceptions or errors or move onto the next step.
- Teachers could comment on the basic skills when using distance marking if this has not already been done verbally at the point of working with a child e.g. spellings/grammatical errors - no more than 5 spellings will be identified for correction. (age appropriate).
- Written comments should be legible, correctly spelt and modelling the school's handwriting policy.
- When teachers/teaching assistants provide written feedback, they should aim to be as specific and directional as possible so that pupils have a clear understanding of what they have done well and what they could improve upon further before moving on to the next piece of work.
- Teachers must be aware of children's individual and group targets and share these with pupils.

Self and Peer Evaluation

- Peer and self-marking allows pupils to reflect on what they need to do next.
- Peer assessment does not necessarily mean that another child will write in their books. This feedback could be on a post-it or verbal. During self-evaluation, pupils should comment on how the help they received from their friend advanced their learning.
- Where pupils may struggle to write a meaningful self or peer evaluation comment, give them the choice of three options related to the success criteria e.g. 'Next time I will...'
- Red traffic lights should be used sparingly because these should be picked up during the lesson.
- Where a child has a green traffic light in their book, there should be evidence that they have had an opportunity to challenge themselves further through carefully designed activities or tasks.
- Children should be able to edit/correct their work at a point in the lesson that is appropriate to the lesson design. This should be done in green pen. Pencil should not be rubbed out.

Feedback in the Foundation Stage

All children in the Foundation Stage have work books/learning journals. Within them practitioners make observations on the child. These observations record key moments of learning that take place and provide next steps for the child if appropriate.

Each child also has termly 'next steps in learning' that have been produced based on individual developmental needs. All 'next steps' are verbally shared with the child and put into appropriate child language to ensure they can work towards these goals. These are also shared with parents/carers and sent home.

Practitioners assess the work against the learning intention by using the traffic light system and this should be shared with the pupil.

Feedback will take place during the lesson with the practitioner making a written comment in the book or through the 'Evidence Me' assessment system to indicate achievement. The next steps and/or a note to record what a child has said or done in relation to the piece of work will be written and when verbal feedback is given, a symbol must be used to indicate this.

Next steps should be identified and modelled for the children e.g. incorrect letter/number formation. The child should then be given time to consolidate immediately or given a practical task to complete in order to address the area for development.

There will be regular feedback to parents via the EYFS staff and termly samples of observations will be shared with parents through the facility on Evidence Me.

Feedback for Remote Learning

Home Learning: Whole-Bubble

When teaching remotely, it is important to consider the way we would give feedback to pupils if we were in a classroom and adapt these for Home Learning.

As outlined above, we would usually use:

- 1-to-1 feedback at a pupil's desk
- Whole class verbal feedback
- Individual written feedback for extended pieces of writing

During periods of Home Learning, pupils and parents will be encouraged to share images of their completed work with teachers, who will respond with brief emails to celebrate pupils' achievements. As a quick, easy and positive approach this will be akin to a teacher praising a pupil's work as they live mark.

To ensure we are continuing a personal and developmental conversation with pupils, teachers and teaching assistants are able to give individualised feedback using 'Microsoft Teams', as well as using whole-class feedback to inform planning.

To streamline practice across the school, we have sequenced how feedback will be delivered across each week of whole-bubble Home Learning:

- Starting the week with verbal whole-class feedback, via initial Teams video meeting, ensuring all children are aware of whole class targets
- Sprinkling individual feedback throughout the week using Microsoft Teams, this may be in the form of grades which can be set by a teacher prior to allocating a task, or a personal comment
- Wrapping up the week by sharing (with permission) examples of children's successes to celebrate individual work, effort and progress

Having the opportunity for children to see exemplar work, highlighting progress or achievement, helps children maintain a sense of community and builds the sense of continuity between home and school learning.

Teachers will offer feedback for work within the week it was set. Where children's work requires additional teacher input, feedback will include an age-appropriate explanation using modelled examples.

Home Learning: Individual Child

In the event of an individual child having to self-isolate, feedback on work completed will be given by the designated member of staff in a timely manner, where possible within the week it was set.

Comments will be positive and linked to the intended learning outcomes, with suggestions for age-appropriate improvements where relevant, this will ensure an effective continuation of learning and enable the child to progress.

Special Educational Needs

The SENDCO will liaise with all concerned to ensure information on individual children with special educational needs supports their teaching and learning. These children will have 'outcomes' identified which are shared with parents and outside agencies as needed.

Monitoring and Evaluation

The Senior Team and assessment leaders (Michelle Bird and Megan Price) will ensure the policy is implemented consistently across the school through:

- Discussion with teachers and pupils
- Lesson observations/learning walks
- Work scrutiny – focusing on progression over time as a result of the feedback
- Pupil Progress Meetings

This document can be delivered in different formats upon request.

Marking Key

During the lesson – to identify misconceptions or omissions and develop self-assessment

Symbols are put in the margin on the line that the mistake/omission occurs, for example:

•	Full stop is missing. This could be altered to indicate other missing punctuation e.g. ? , “ ! etc
SP	There is a spelling mistake
AB	Capital letter is missing

	Finger spaces missing
	Check your work

**After the lesson – Any of the above as appropriate to move the children on.
These symbols are only useful if they are acted upon by the children.**