



## Evelyn Street Primary School

Evelyn Street  
Warrington  
Cheshire

WA5 1BD

Telephone: 01925 495567

Fax : 01925 495564

E-mail :

evelyn.office@wpat.warrington.sch.uk



National  
Teaching  
School



Executive Principal:  
Mrs L. Smith BA.Hons PGCE

### **THE FEEDBACK POLICY & GUIDANCE 2015**

#### **Policy Audit**

This quick audit will help all staff and Governors to assess whether the basics of this Policy are in place.

This Policy complies with Warrington LA guidance.	<b>YES</b>
This Policy will be reviewed in	<b>2017</b>
The Policy was agreed by Governors in:	<b>2015</b>
The Policy is available for staff at:	<b>School Entrance and the Learning Platform</b>
And for parents/carers at:	<b>School Entrance and the Learning Platform</b>

#### **Writing and Reviewing the Feedback Policy**

The Feedback Policy relates to other policies including;

- Curriculum Subject Policies
- Teaching and Learning
- Assessment Policy and Guidance
- Homework Policy
- Inclusion Policies
- Safeguarding Policies

Our Feedback Policy has been written by the school; building on the DCSF and LA Guidelines. It has been agreed by all teaching staff and pupils and approved by our Local Governing Body.

# Effective Feedback Policy

## Rational

Feedback is the dialogue between an adult and a child which is the principle driver for improvement. To enable the child to find the solution and to learn from it. Feedback is about the process of learning rather than finding the correct answer.

Feedback is about the impact of moving the child forward in their learning and is not defined by any method or a mark upon a page. What difference is it making?

## Aims

- Feedback should be a continuous conversation underpinning all aspects of learning within the lesson
- It should be the vehicle by which the child and the adult formulate strategies for improvement
- It should inform teachers understanding of the pupils' learning and help teacher and child plan for next steps

## Formats

### Written

Feedback can be a written dialogue between the teacher and child. There is no expectation that all work should be physically marked however there is an expectation that the class teacher evaluates **all work**, forms an analysis of learning and identifies next steps. The class teacher's professional judgement will select the appropriate mechanism to feed back to the child.

The purpose of written marking is a quick check of how effective the learning has been in the lesson and therefore should be denoted with a brief comment or symbol. If the child's work production has struggled then it will not be appropriate to make a comment, a symbol of analysis will suffice and the child will be targeted in the next lesson

- A circle with a T in the centre will indicate that the class teacher has evaluated the piece of work.
- If appropriate feed forward marking will be used to add depth and breadth to learning and provide challenge. Challenge is not characterised by moving on to the next concept or new content. It is characterised on the same concept eg. the same problem can be given in different ways, text can be remodelled introducing enriched language, complex sentences etc.

### Quality of the written comment

- All written comments must be specific, immediate and relevant.
- Avoid comments such as "Well Done" "You have achieved your learning objective" "See Me" "Next time you must..."
- Adult writing should be clearly demarcated from a child's marking. It should be clearly written in a contrasting colour to that of the pupils' work.

## **Verbal Feedback**

Verbal feedback will be the main assessment tool that the class teacher uses. The fabric of all lessons will be underpinned by this. This will take the form of questions that will challenge children to think, reason, analysis and make connections with other aspects of their learning.

Other examples of feedback that teachers may use from time to time:

### **Peer to Peer**

Peer to Peer can be used when pupils share work and use steps in learning to provide peers with constructive feedback.

In key stage 1 this will be predominantly via verbal and the use of symbols.

In key stage 2 this will provide written communication between pupils, peers and the teachers.

Pupils will respect and value all pupils' efforts, corresponding in a constructive manner.

### ***Response Partners***

Response partners are used to involve the pupils in their own learning. A good response partner is not always the pupils' friend.

An effective response partner will critically comment on their partner's work, highlighting strengths and areas that could be developed.

Pupils need to be trained before they can effectively utilise response partners. Teachers will model and plan for this in lessons ensuring that it has a positive impact on learning.

Pupils will be encouraged to use the 2:1 response model, 2 positives will be identified as stars and 1 improvement supported by the steps in learning as a wish. This will be modelled by the teachers in marking and as part of the teaching sequence within a lesson. It is not limited to 2:1 but is dependent on the task.

### **Self-Assessment**

Opportunities for pupils to evaluate their own learning are regularly planned into the lesson.

Pupils will be expected to use a contrasting colour pencil/highlighter to show self-evaluation.

### **Spelling, Grammar, Punctuation and Presentation**

Pupils are expected to work and apply the basic skills for the level that the Pupil is working at in English and across the curriculum.

- Spelling, grammar and presentation will be commented on although these should be limited as the key focus and feedback should be on the learning intention.

- When pupils are writing in other curriculum areas teachers will comment and cross reference to previous learning on punctuation, spelling, grammar and writing composition that is relevant to a child's stage of learning, promoting basic skills.
- Teachers will use the marking code to support this ensuring that pupils know and understand the code. This code will also be used by pupils when editing their own and peers work.
- Teachers are required to model high standards of presentation including the school's handwriting policy. They will also model correct spelling and grammar when providing feedback.

## **Feedback for Maths – Singapore model**

### **Ethos**

#### **Textbook**

It is appropriate that all children will have the same ARE taught to them. Higher ability children, under the direction of the class teacher may not need to complete the whole page for one particular lesson. This work should be ruled off so that it is clear about the quantity of work the child has completed. A higher ability child will be given activities from NCTEML to take learning deeper and acquire that mastery understanding. Often marking will simply be a tick or dot indicating success or development in the textbooks.

#### **Journal**

Journal writing reinforces the children's learning and provides pupils with opportunities to engage in reflection, question their own understanding, connect the abstract and the concrete, and apply the knowledge they have acquired to solve problems. Feedback and marking will take the form of a continuous conversation with the child. In this conversation the teacher may challenge the child to develop greater depth of understanding by giving additional examples and questioning their reasoning and providing challenges to deepen their understanding and give depth. In the journal you will find mastery examples to deepen understanding.

#### **Use of textbook**

There is graduated work and lessons in the textbooks for children. All children begin the series of lessons, with differentiation coming as the children progress through the textbooks as the work gets harder. Some children will progress through the whole page for the lesson, but others will not, due to their ability. This will be identified by ruled off work with the acknowledgment that the child has achieved their maximum and it should not be assumed that the child has not worked hard enough and that they have not completed the work. The teacher will have judged how much the child needs to do to progress and achieve. This is then communicated to the child. In order to aid transition to Singapore marking we expect the textbooks to be ticked and without a direct marking comment.

## Use of Journal

Math Journaling is a way to gain insight into children's understanding of mathematical concepts, their problem-solving strategies, and their ability to share their thought process. In every journal there should be a mathematical dialogue between the child and the teacher. There should be challenge and a range of mastery tasks where appropriate.

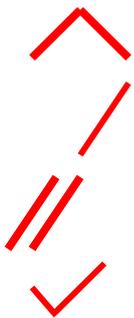
The above marking features should be present in every child's journal. We are aware we need to demonstrate differentiated marking for children and this will be seen through the quality of dialogue between the teacher and child in the journal.

## Marking Codes

### Minimum Expectations for Marking

1. Teachers will analyse all work
2. Feedback is needs led.
3. Teaching assistants will initial work that they have supported, they may comment when appropriate using the learning intention and steps in learning to inform the comments.
4. Post it notes can be used to feedback to pupils during the lesson or record pupil responses. /these should be kept in the pupil's book to support assessment.

### SCHOOL SYMBOLS



An upside down is shown where something is missing.

One diagonal shows where a new line should have been started.

Two diagonal lines show where a new paragraph should have started.

A tick will show a correct answer

. A dot show that an answer is incorrect, you need to look at this and find out what went wrong.

**Sp** This means a spelling mistake needs correcting. You need to correct it then put the word in your spelling log to practise. Highlight in margin

**T** T shows that the teacher has analysed your work.

**G** G shows that you need to check grammar.

**P** P tells you that you need to find missing punctuation in your work.

— Underline on a word or phrase shows that you need to improve this part. You may need to look back at the success criteria to help you.

I I shows that you completed your work independently

CT/TA Supported or scaffolded work

PS Peer Support

PF Peer Feedback

Aa Capital letters

▪ Full Stops



Finger Spaces



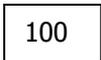
# MARKING CODES SINGAPOREAN MATHS

## Teacher Marking Codes

	Work completed independently
	Work completed with adult support
	Moved on and will revisit this learning later
	Children have self-assessed/self-marked

## Children's Marking Codes

The children's marking codes will indicate which equipment the children have used as support

	Tens and one's equipment
	100 Square
	Counters
10 F	Tens Frame
	Money
	Fraction mat
	Bar Model
	I have solved this mentally