



Discovery Schools
Academy Trust



Woolden Hill Primary School

Achieving Success, Creating Futures Together

Feedback Policy 2019

Approved by:	Sarah Sadler	Date: 29.01.19
Last reviewed on:	09.09.18	
Next review due by:	Sept 2020	

Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation and other expert organisations. The Education Endowment Foundation research shows that effective feedback should:

- Redirect or refocus either the teacher's or the learner's actions to achieve a goal
- Be specific, accurate and clear
- Encourage and support further effort
- Be given sparingly so that it is meaningful
- Put the onus on students to correct their own mistakes, rather than providing correct answers for them
- Alert the teacher to misconceptions, so that the teacher can address these in subsequent lessons.

Notably, the Department for Education's research into teacher workload has highlighted written marking as a key contributing factor to workload. As such we have investigated alternatives to written marking which can provide effective feedback in line with the EEF's recommendations, and those of the DfE's expert group which emphasises that marking should be: **Meaningful, manageable and motivating**. We have also taken note of the advice provided by the NCETM (National Centre for Excellence in Teaching Mathematics) that the most important activity for teachers is the teaching itself, supported by the design and preparation of lessons.

Key Principles

Our policy on feedback has at its core a number of principles:

- The sole focus of feedback should be to further children's learning;
- Evidence of feedback is incidental to the process; we do not provide additional evidence for external verification;
- Feedback should empower children to take responsibility for improving their own work. Adults should not take this responsibility away by doing the hard-thinking for the pupil.
- Written comments should only be used as a last resort for the very few children who otherwise are unable to locate their own errors, even after guided modelling by the teacher.
- Children should receive feedback either within the lesson itself or it in the next appropriate lesson. The 'next step' is usually the next lesson.
- Feedback is a part of the school's wider assessment processes which aim to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress.

Within these principles, our aim is to make use of the good practice approaches outlined by the EEF toolkit to ensure that children are provided with timely and purposeful feedback that furthers their learning, and that teachers are able to gather feedback and assessments that enable to adjust their teaching both within and across a sequence of lessons

Looking for learning (LFL)

At Woolden Hill Primary School we have created a learning focussed environment in which we strive for every child to achieve and be engaged within their own learning journey. As a staff, we are dedicated to the belief that learning should be at the heart of everything we do.

LfL helps to establish in our school a shared sense of what matters by focusing everybody's minds from the start on whether there is any learning going on.

Our School Learning Definition:

“Learning is a limitless journey, developing knowledge, skills and understanding where all ideas are valued, risks are encouraged and thinking is challenged.”

All lessons will encourage children to consider the knowledge, skills and understanding that they are learning. Pupil will also have the opportunity through their lessons to consider whether they are **developing, consolidating, mastering** or have **mastered** their learning outcome each lesson.

Introduction to learning

Each piece of work, in every subject we teach, will begin with a learning slip. These will contain the Learning Question (LQ) for the lesson and the success criteria (if this is not being generated collectively with the children in the lesson).

Date: Thursday 31 st January 2019.	
R.E. LQ: How do mosques express Islamic beliefs and values?	
Success Criteria	Teacher assessment
I can understand that mosques matter to the Muslim community.	
I can find examples of Muslim architecture.	
I can discuss different views on mosques.	
Chance to challenge yourself:	
	I have completed the main activity. c
	“A mosque should be beautiful because it is for a beautiful activity; praying to the Creator of beauty is easier in the beautiful surroundings.” Do you agree with this statement? Why? cc
	“God hears your prayer anywhere. No special place is needed to pray. A clean heart, a clean body and a clean prayer mat are all you need. So should Muslims today spend less on mosques and more on feeding the poor.” Do you agree with this statement? Why? ccc
Review of learning – where are you on your learning journey?	
	
Developing	consolidating
mastering	Mastered

Opportunity for Challenge

Every learning slip will include ‘Chilli Challenges’. These are accessible for all children to help them to develop reasoning and deeper understanding within their lessons. Challenges are set for **mild, spicy** and **flaming hot** challenges to provide progression in skills, knowledge and understanding.

In lessons, there may be further challenge throughout the lesson in the form of mini challenges or deeper thinking questions so that those who have the potential to achieve Greater Depth Standard are not left waiting to begin activities.

Pupil articulation of learning

Children should be able to answer the following questions:

- What am I learning in this lesson?
- What skills or knowledge am I learning in this lesson?
- Why am I learning this (what is the final outcome) and how will it help me?
- How will I know that I have been successful in this learning?
- Where am I on the learning journey and how can I get to the next stage?

Teachers should evaluate and reflect on their lessons using the LfL questions:

1. Is there any learning going on?
2. Is the learning appropriate?
3. Is the learning sufficient?
4. Is the learning engaging?
5. What are the adults doing to help learning in the classroom?
6. What is the school doing to help/hinder learning in the classroom?
- 7.

Providing Feedback to pupils

At Woolden Hill Primary, we believe that pupils make the most gains in lessons when feedback is immediate and misconceptions are addressed at the point of learning. Therefore, we have adopted an ‘In the Moment’ feedback approach.

Throughout independent learning stages of a lesson, the class teacher and learning support assistants will use their time to support and guide individuals or groups of pupils as errors occur or further challenge is required. This may lead to fluidity in ability groupings within lessons so that the needs of all children are met.

Rapid and responsive interventions may also be used and could be delivered by teachers or teaching assistants. These may take the form of a pre-teach, in-lesson intervention and/or a post-lesson intervention.

Marking may take place at this time too – showing the children the successes they have achieved and giving extra direction to support or extend learners.

Feedback strategies

Teacher will use a range of strategies within their class e.g. Talk partners, no hands up, lollipop sticks, diagnostic questioning, ABC questioning to ensure that all pupils are involved in the feedback process.

We use ‘cold’ or pre-learning tasks at the beginning of a unit of work to help us assess children’s understanding without any teaching. This helps us to inform our planning, groupings and children’s interests.

At the end of a unit of work, success criteria are used as part of the ‘hot’ task. This helps the children to apply what they have learnt over the unit into their final showcase piece.

Marking

At Woolden Hill Primary School all work will be marked, however, due to 'in the moment feedback' that has been given, there is no expectation for written feedback in books. A lengthy next step comment is not necessary as misconceptions will be addressed in the next lesson.

However, **basic skills errors** must be marked and children should be given time to polish their work using their polishing pen. In addition, **regular written praise** to highlight significant achievements should also be included in books to help children identify when they are making significant gains in their learning.

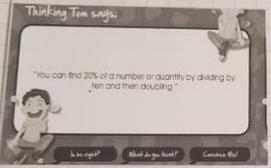
Teachers are required to **identify the successes and areas for development using the agreed procedure:**

- **Teacher writes in purple pen and successes are shared in this colour**
- **Children's corrections and/or reflections are written in orange pen (polishing pens)**
- **Green pen is used by adults for all incorrect answers, misconceptions and/or basic skills errors to develop.**

In addition, House Points, stickers, Head teacher stickers and PROUD cubes (in line with our Presentation Policy) should be rewarded where necessary to indicate where a child has worked very hard indeed and has shown great progress within a lesson.

Examples of meaningful marking

d. $35\% \text{ of } 80 = 28$ ✓



Yes because double 10 is 20 so you just double 10%.

How can you do the first two simpler: divide it by 2

Complete the sentences:
 To find 50%, I can divide by two then times 10% by 5 or 2
 To find 25%, I can divide by four then double it and half 10% the addition
 To find 10%, I can divide by 10

Developing Consolidating Mastering Mastered

Tigers

do tigers LOOK LIKE? ✓ they have canine teeth and they have black stripes and even they have orange fluff. 😊 lovely detail

what do baby tigers LOOK like
 baby tigers keep their eyes shut and when they are born they LOOK KUTE ✓

Good punctuation up to here.

Tigers are good at swimmin and when their baby tigers are 2 they leave their mum

E X T E N D

Raja goes surfing for 3 hours 45 minutes. He expected to pay £29.50.
 The shopkeeper charges him £31. They argue about the cost.
 Why did Raja think it would cost £29.50?
 Why did the shopkeeper charge £31?

Raja thought it was £29.50 because he ~~thought~~ halved £32 which equals £16.50 as 15 is half of 30. ✓

The shopkeeper thought it was £31 because he thought you could not half out £3. He wanted more money. ✓

Raja	76	6	6	4.5	£29.50
	1hr	1hr	1hr	45	

Shopkeeper	76	6	6	6	£31
	1hr	1hr	1hr	1hr	

This helps explain, how?

This helps to show what they are thinking. It helps to understand that Raja worked out the exact price and the shopkeeper rounded it up.

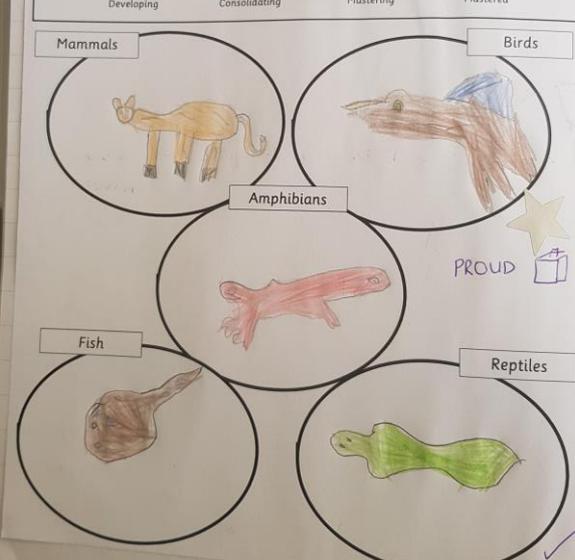
Developing Consolidating Mastering Mastered

Mammals Birds

Amphibians

Fish Reptiles

PROUD



for the

Which feature do you think is most important and why?

I think past tense is the most important feature because otherwise you would get mixed up with when it happened and it wouldn't make sense.

Date: Friday 18 January
 LQ: Can I write a setting description?

Success Criteria		Teacher assessment
I can think about what a character would hear, see and feel		✓
Put my ideas into sentences		✓
Use interesting vocabulary		✓
Chance to challenge yourself:		
Mild	Write sentences for each of the senses	L ✓
Hot	Put my ideas into sentences to write a descriptive paragraph	CC ✓
Learning hot	Use a range of punctuation in my writing	CCC ✓

Review of learning - where are you on your learning journey?

Developing consolidating mastering Mastered

Why do you think you are here? What will help you get to the next stage of learning?

The brackets are in the wrong place

HEAD TEACHER AWARD

Hogarth knelt down on his knees and felt the rough bark of his fishing rod as he slowly picked it up in his cold and tired hands, shivering in the cold moonlight air. As Hogarth lifted the rod he gazed at the stream and wondered "Will I ever catch a single fish?" After he completely gave in, he slid up on a pile of rocks, disappearing in the darkening mist on the gritty sand was disappearing and was now nothingness.

As soon as Hogarth unhooked his hook from some shiny (word that smells of salt) seaweed the fresh air began to turn a pale green. He thought it was the clouds he was listening to but in the distance a tall, dark figure appeared with the pale green lights beaming out like eyes on top of a cold, ridged cliff as if it had eyes scanning the sparkling, blue ocean. Hogarth came closer, it was the Iron Man! He retreated!

sp stood some beautiful description here! (HP) ✓

Whole class feedback

Whilst looking at books at the end of the lesson, teachers will make notes on the key messages to feedback to children at the start of the next lesson using the proforma. This will be completed at the discretion of the teacher although it is recommended that the teachers complete two per week for English and two per week for Maths.

This can feed into the next lesson and, using a visualiser, can be a useful tool to address misconceptions and model techniques such as editing and improving work. Modelling may occur at any stage of the lesson to address deep rooted misconceptions, clear up confusion or provide further scaffolding.

Primary School Learning for Life		Whole Class Feedback		Subject: MATHS Learning Focus: WRITTEN MULTIPLICATION Date: 02.10.18
Work to Praise and Share		Need Further Support		
Thomas - self correction. Henry - resilience		Louise - place value Sam } multiplication facts Ben }		
Presentation		Basic Skills Errors		
Hannah - organisation - ruler		<ul style="list-style-type: none"> Inserting commas into calculations Multiplication errors. 		
Misconceptions and Next Lesson Notes				
Adding place holder into the tenths column. (Share example)				

Evaluating Learning

Reflections

To help the children to reflect on their learning every lesson, the 'learning journey' road map is always included on our learning slip so that the children can evaluate where they feel they are in their learning journey. This helps the teacher to understand who may need further support and challenge in future lessons.

In Key stage two, we will also ask children to write a written reflection about their learning. This will be written throughout stages of a unit of work to help the class teacher and pupil understand what will help to develop learning further. Developing this metacognitive approach to learning will help children think more deeply about the learning process and therefore find their own ways to reach mastery.

Children will also receive regular opportunity to peer assess in lessons to help support one and other on the learning journey.

Equity

Work and tasks are structured to be challenging to promote progress. We have a wealth of experience at Woolden Hill Primary School; Teaching Staff, Classroom Support Assistants, Trainee Teachers and Volunteers. Different groups will work with different support throughout the week and will also work independently. To ensure what support has been given a stamp will be made alongside the children's work which will state:

1. Teacher Assisted Work
2. TA Assisted Work
3. Independent Work

Other points

The Creative Curriculum promotes independent learning and all children are expected to investigate areas of learning. There may also be times when learning takes place through practical activities which may result in no written recording. If a practical activity takes place, the learning objective and success criteria will still feature in the child's book and assessed by the teacher and pupil. In some instances, the use of QR codes will be used to show the final outcomes. The school advocates the use of 'pen down days' to support teacher workload.

Progress and attainment will be evaluated by the English and Maths leaders on a termly basis and will ensure that children are aware of their targets according to the recordings and assessments from class teachers.

The Headteacher and senior members of staff will conduct termly work scrutiny and lesson observations to monitor that the Feedback Policy is being effectively applied and that procedures are promoting progress for all pupils regardless of ability and position.

KS1 marking codes

	Finger space
●	Full stop
ABC	Capital letter
WOW!	Adjectives/Adventurous word choice
+	Connectives (and, because...)
	See it, Say it!
ph	Look at the letters, make the sounds and blend the sounds together
sp	High frequency spelling mistake
VF	verbal feedback
CAT	Come and talk about this

KS2 Marking Code

I have a **responsibility** to work hard and present my work to a high standard at school in every lesson and I have the **right** to know what I am doing well and what I need to do to improve.

My teacher has the **responsibility** to mark my books to tell me how to improve.

I have a **responsibility** to check through my teachers comments and think about (reflect) on what he/she has written. I will use the comments to improve and my correct my mistakes.

I have the **right** to know how my teacher will mark my work. I have a **responsibility** to check and remind myself of the codes that are being used.

Code	What it means
Purple underline	I have achieved the Learning Objective for today's lesson
Green underline	Shows me that I haven't yet achieved the skill for today's lesson and I still need to work on it. My teacher will show me how to improve.
orange polishing pen	I have looked at my teacher's comments and responded so my learning improves.
v	Great- my work is correct
○	I've missed out some punctuation or a capital letter.

SP	I made a spelling mistake of a word I should know how to spell
Sp x3	I need to correct my spelling mistake and write it out three times using my best joined up handwriting in the back of my book
^	I've missed a word out
NP	I should have started a new paragraph
VF	The teacher and I discussed my work and told me how to improve
CAT	Come and talk about this
Green	I correctly used punctuation here
Yellow	This is the word that starts my sentence (sentence opener)
Pink	I used vocabulary that interested or excited my reader here
Blue	I used a conjunction here
•	In my self –assessment, I don't think I achieved the Success Criteria
√	In my self –assessment, I think I partly achieved the Success Criteria
√√	In my self –assessment, I think I fully achieved the Success Criteria