

Feedback Policy			
Date	Review Date	Lead Person	Nominated Governor
Spring 2020	Spring 2022	Catherine Pickles	Chair of Governors

### Aims and Objectives of the Policy

- To recognise what pupils do well
- To help pupils to improve their learning
- To ensure consistency of practice.

### Principles of effective feedback - Marking Policy Review Group March 2016

The principles of effective feedback in this policy take into account the findings published in *'Eliminating Unnecessary Workload Around Marking'* by the Marking Policy Review Group in March 2016, which states that (feedback and ) marking should be meaningful, manageable and motivating:

Feedback should be **Meaningful**:

*"Teachers should be clear about what they want pupils to achieve/ learn and the best way for pupils to achieve it."*

Feedback should be **Manageable**:

"Marking practice is proportionate and considers the frequency and complexity of written feedback, as well as the cost and time-effectiveness of marking in relation to the overall workload of teachers."

Feedback should be **Motivating**:

"Marking should help to motivate pupils to progress. This does not mean always writing in-depth comments or being universally positive: sometimes short, challenging comments or oral feedback are more effective. If the teacher is doing more work than their pupils, this can become a disincentive for pupils to accept challenges and take responsibility for improving their work."

### Principles of effective feedback at Cononley Primary School

Feedback should:

- Be specific and relate to learning intentions and success criteria which have been shared with the children
- Involve children in the marking process, both as self-markers and in peer marking.
- Give recognition and appropriate praise for achievement.
- Give clear strategies for improvement.
- Inform future learning
- Use consistent codes throughout school.
- Be easily understood by the child
- Be manageable for staff

At Cononley Primary School, we believe that feedback is most effective when it is immediate and addresses misconceptions during lesson. In addition to immediate feedback, staff may also use summary feedback (at the end of a lesson / task) and review feedback (away from the lesson) if this is more appropriate for improving pupils' learning.

### Assessment for Learning

Staff use Assessment for Learning strategies (such as questioning, group and peer, self and peer assessment) to inform them of pupils' learning and to provide feedback to improve learning. The types of feedback used at Cononley incorporate Assessment for Learning strategies.

### Examples of Strategies for effective feedback

Type of Feedback	What it looks like	Evidence (for monitoring)
Immediate – during the lesson (at the point of learning/teaching)	<ul style="list-style-type: none"> <li>• Takes place during the whole class session</li> <li>• Takes place in lessons alongside individuals or small guided groups</li> <li>• Often given verbally to pupils for immediate action</li> <li>• May involve use of a Teaching Assistant to provide support or further challenge (same day intervention)</li> <li>• May re-direct the focus or teaching or the task</li> <li>• May include highlighting / annotating according to agreed marking codes (marking alongside pupil)</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson observations</li> <li>• Some evidence of marking according to agreed marking codes</li> <li>• Improvements evident in books, either through editing or further learning to address gaps</li> </ul>
Summary - at the end of a lesson/task	<ul style="list-style-type: none"> <li>• Takes place at the end of a lesson or activity</li> <li>• Often involves whole classes or groups</li> <li>• Provides an opportunity for evaluation of learning in the lesson</li> <li>• May take the form of self or peer assessment against success criteria (often using marking grid)</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson observations / learning walks</li> <li>• Evidence of self or peer assessment (such as marking grids)</li> <li>• Annotations on planning</li> </ul>
Review – away from the lesson	<ul style="list-style-type: none"> <li>• Takes place away from the point of teaching</li> <li>• May involve written comments / annotations for pupil to read / respond to</li> <li>• Leads to adaptation of future lessons through planning or grouping</li> <li>• May include 'next steps' for the pupils to respond to</li> </ul>	<ul style="list-style-type: none"> <li>• May include written comments and / or evidence of marking according to agreed marking codes</li> <li>• May include 'next steps' or 'close the gap' comments</li> <li>• May include pupils' written responses / editing</li> <li>• Annotations on planning</li> </ul>

## Feedback in English and other written work:

Non-negotiables:

### 1. Date

- KS1 – work towards writing the written date by the end of Year 2.
- KS2 – written date at the top of each piece of work.

### 2. Learning Intention (OR occasionally a title or question if more appropriate)

- At the top of each piece of work underneath the date: 'I can...'
- Focus of L.I. must be clear and concise.

### 3. Neat presentation

- KS1 - Sharp pencil – focus on correct pencil grip.
- KS2 – sharp pencil / handwriting pen at discretion of teacher.
- Joined up writing (beginning in Year 2 and 3, consistent use in Year 4, 5 and 6.)

### 4. Correcting Spelling Mistakes

- Up to 3 spellings to practise
- KS1 – focus on high frequency / tricky words.
- KS2 – focus on personal list of spelling errors

### 5. Letter Formation

- Correct letter formation

### 6. Written Feedback:

- Must be specific and relate to the LI.
- ✓ indicates what pupils has done well
- ↵ Indicates next steps for pupil to respond to
- Must be easily read and understood by the child using agreed marking codes
- Children must be given time to respond to next steps / spellings / letter formation

### 7. Green pen

- Teachers or TAs use a green pen / highlighter for written feedback.

### 8. Purple Pen

- Children use a purple pen / highlighter for editing and improving work

## Feedback in Maths:

Non-negotiables:

### 1. Date

- KS1 – work towards number date at top of each piece of work by end of Year 1.
- KS2 – number date at top of each piece of work.

### 2. Learning Intention (I can statement)

- At the top of each piece of work underneath the date: 'I can...'
- Focus of L.I. must be clear and concise.

### 3. Neat presentation

- KS1 - Sharp pencil – focus on correct pencil grip.
- KS2 – sharp pencil.

#### 1. Number Formation

- Correct number formation

#### 2. Feedback:

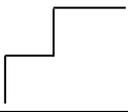
- ✓ next to the Learning Intention indicates the L.I. has been achieved.
- ⌋ next to the Learning Intention indicates further steps are needed to achieve L.I.
- ✓ indicates what pupils has done well
- . or  indicates an error

#### 3. Green pen

- Teachers or TAs use a green pen / highlighter.

#### 4. Purple Pen

- Children use a purple pen / highlighter for self-marking, editing and improving work in KS2.

✓	<b>Successful aspect of work</b>
	<b>Step needed to improve work</b>
<b>V</b>	<b>Vocabulary – power verbs and adjectives</b>
<b>C</b>	<b>Conjunctions and other connectives</b>
<b>O</b>	<b>Openers – conjunctions and other connectives, adverbs, fronted adverbials etc</b>
<b>P</b>	<b>.? , ! “” ... ’:; ( )</b>
<b>A</b> (in a circle)	<b>Capital Letter</b>
<b>Sp</b>	<b>Spelling to correct</b>
^	<b>Missing word</b>
//	<b>New Paragraph</b>

**Appendix 2 - Additional feedback which may be used in books:**

- *House-points stickers*
- *Indication of whether work is independent / supported.*

**Appendix 3 - Useful assessment for learning comments may be used such as:**

- A **reminder** prompt (e.g. ‘What else could you say here?’)
- A **scaffolded** prompt (e.g. ‘What was the dog’s tail doing?’, ‘The dog was angry so he ....’, ‘Can you describe the expression on the dog’s face?’).
- An **example** prompt (e.g. ‘Choose one of these or your own: He ran round in circles looking for the rabbit/The dog couldn’t believe his eyes’).