

# Highwoods Community Primary School



Feedback Policy 2016

Review date: Autumn 2018

## **Key aims of effective feedback at Highwoods Primary**

To provide pupils with a clear understanding of how well they have done in relation to the set objectives, success criteria or personal targets;

To provide pupils with a clear vision of where, why and how they can improve their learning;

To support pupils in developing as reflective learners and to encourage children to take ownership over their learning;

To ensure high standards are set and attainment is raised, ensuring rapid and sustained progress through the school

To provide children, parents and school practitioners with a common language that ensures consistency through the school.

To help the child develop emotional, social and personal skills that support them in becoming more resilient, determined and positive.

## **Principal objectives**

Feedback is given in a range of forms, including verbal and written comments, which is appropriate to the age and ability of the child and the context of the learning.

Feedback must be meaningful, constructive and have an impact on the learning;

Feedback is selective and focused, and refers to the learning objectives or success criteria of the lesson/unit of work;

Opportunities for children to read comments from the teacher or their peers, and respond to all forms of feedback, are planned for, and opportunities for children to assess and comment on their own work, and their peers work, are built into lessons;

Learning objectives and success criteria are shared and created with the children (verbally or written) but only if it enhances the learning.

Judgments on end of year expectations will draw upon a wide range of evidence to provide a complete picture of the child's learning.

*The ability to respond to feedback, assess their own work and assess the learning of someone else is progressive and needs to be embedded into the child's learning habits. This is reflected in the type of strategies used by different year groups:*

***Foundation and Year 1:*** *There is a greater focus on discussion and verbal feedback about what they have done and what they like about their learning. The class teacher models assessing a piece of work and supports the children in saying what they like about it. The*

*ethos is very much about reflecting on what went well but feedback based on a set criteria and discussions concerning about how to improve can be done informally. Children will have opportunities to look back at their work through the year to identify progress and be involved in meaningful discussion about their learning.*

**Year 2 and 3:** *Children begin to respond to more formal written feedback and seek to improve work against set criteria. They also begin to make comments about other people's learning. The class teacher continues to model peer and self assessment by using positive examples of learning but also examples that highlight misconceptions and errors. These could come from the class teachers own 'mistakes'. Children are now becoming increasingly confident at looking back at their learning from the year and identifying where and how they have improved. With support from the adult, children have to identify errors made and possible ways to improve.*

**Year 4 and 5:** *The children are becoming increasingly more able to assess their own work to more detailed criteria. They can read and respond to comments set by the teacher and can take constructive criticism more positively. They are now becoming more familiar with assessing the work of others. The children are also more adept at handling a greater amount of success criteria, learning objectives and targets. Children have to edit and improve their work, often from a section that has been identified by the class teacher.*

**Year 6:** *The children are confident in assessing and responding to feedback in a range of styles and forms. They can respond positively to constructive criticism and peer assess confidently. Children are increasingly confident at selecting aspects of their work to improve, which could be editing, redrafting or attempt a different strategy.*

### **Forms of marking and feedback**

#### **Highlighting**

This is used to highlight the objective and then identify where this has occurred in the learning. Often done by the teacher, children might also use this strategy for self and peer assessment. Green highlighters are used to indicate that the learning objective has been met. This includes the learning objectives, success criteria and the aspects of content in the completed work. For example, the lesson on adjectives could mean that the class teacher or child has highlighted the effective use of adjectives in their writing with a green highlighter. Pink highlighters are used to indicate errors in their leaning, misconceptions and possible areas to up level. If an objective has not been met then the learning objective is not highlighted.

#### **VF-verbal feedback**

This indicates that discussion has taken place between the child and teacher about the task. Where possible, a very brief summary of the discussion should also be noted on the page e.g. VF- commas

### **MT- marked together**

This shows that when the work was marked, the child was present. More importantly, the child helped identify whether the answers or learning were correct. Corrections can be made immediately.

### **CT- class teacher**

Indicates that the class teacher worked with this child.

### **LSA- Learning support assistant**

Indicates a LSA worked with the group (if a LSA has worked with a group then it is expected that they support the teacher by giving verbal feedback or writing feedback on the page).

### **I – independent**

This indicates that the child has received no adult support in the activity.

### **PA- Peer assessment**

This indicates that marking and feedback has come from another member of the class. This could come in a range of forms, including discussion, written comments or 'stars and a wish'.

### **SC- Self checked**

This indicates that the child has self checked their learning. This is useful in spelling, responding to questions in guided reading or maths lessons where children use calculators to check answers for immediate feedback. Class teachers will ensure that the marking is monitored so that misconceptions and errors are identified.

### **Feedback codes:**

Underline word – spelling (words will be listed in the margin and the bottom of the page with

// // signals new paragraph needed

? Unclear and does not make sense

Word to add

x Indicates that an aspect of punctuation is missing on this line.

√ Used to indicate a correct answer, primarily in maths or with closed procedure tasks. Dots next to incorrect answers can be used to allow children time to reflect and correct answers.

Teachers mark grammatical and spelling corrections as and when appropriate, in all subjects, depending on the context. The spelling, punctuation and grammar feedback is in addition to, not at the expense of, the main learning objective/success criteria feedback.

Success criteria is used to ensure children have clear progression within the lesson or a sequence of lessons. It supports children in understanding what they need to do, in order to complete the task successfully. It can be generated in different forms:

### **Quality teacher marking**

The class teacher will also use written comments to provide feedback to children. Children must be given time to read these comments and have opportunities to put into action the targets or feedback given.

### **Each class teacher will:**

- Use their professional judgement to select the most effective form of feedback in order to have the most impact on a child's learning.
- Ensure all work is dated and learning objectives/success criteria are clear. This is again an age and ability related expectation. By the end of Year 2, most children should be writing the learning objective and date, or sticking this into their books.
- Where needed, teachers working with a job share initial the page of the learning in books so that this can be traced back to the teacher who delivered the session.

### **Children's self assessment and peer assessment.**

From Reception to Year 6, children are involved in assessing their own progress. This could be in the form of :

Discussion;

Visual signals, such as thumb up or down;

Using traffic light colours against the learning objective (green indicates feeling confident, orange equates to needing some more support and red highlights that the child does not feel happy with their learning);

Written comments by the child;

Success criteria ticked off or highlighted by the child;

Stars and wishes;

Use of target cards;

'Sliding scale' of how confident children feel before and after the lesson;

Comments from the child on post it notes.

### **Individual and group targets :**

Children who are in RWI have their reading and writing targets built into their sessions. These children will work from more general class targets when back in their main class but all children will have a specific literacy target or objectives when completing a task in sessions.

#### Reading targets:

Each child has a target in their reading record. The targets will be based upon the Year group expectations but must be matched to the child's attainment. This could mean targets are taken from other year group expectations.

#### Writing target:

Writing targets are shared with the child. These could be presented in a range of different ways:

1. Target cards;
2. Working walls with expectations clearly visible
3. Expectations/targets shared with the child in the front of their book

Again, the class teacher selects the most effective form of target setting in order to help the child make the most progress.

#### Maths targets:

Maths targets are taken from the end of year expectations based on the new National Curriculum 2014. Where appropriate, these are displayed as group targets, clearly visible in the class and supported with resources and displays. Children need opportunities to work towards these ongoing targets in lesson time, for example, two out of five mental maths sessions a week.