



East Park Academy

Feedback Policy September 2018

“Research has shown that consistent and effective feedback has a significant impact on raising achievement.”

All forms of feedback are crucial to the success of children. It is to close the gap between what they know and what they do not know or to fill the gap between where they are and where they are going.

Feedback should never be vague but specific to the learning task they have completed or are completing. Below are some examples of vague verbal/written feedback modified to create meaningful verbal/written feedback where appropriate.

Vague Feedback with little impact	Modified Feedback to have impact
Be more careful with your presentation	Underline your headings and leave a line between each paragraph. I will help you practise the letter s in next steps tomorrow.
Improve your style	Try to turn one or two of your shorter sentences into complex sentences using a subordinating conjunction.
Expand your ideas next time	In your section on healthy living you could also write about exercise and how it keeps us healthy.
Answer the question	The question asked you to say why Jim was feeling sad. Can you find some reasons in the text?
Remember to spell words correctly	When adding the prefix dis we only add one s, eg disappear or disagree. Correct your spellings please.
Remember your grammar	All names of people and places have a capital letter eg John and Wolverhampton. Correct your grammar please.
You need to organise your thoughts into sections next time	Your report has highlighted three disadvantages to wearing school uniform. Can you organise each disadvantage into separate paragraphs with a heading for each one please?

However the feedback is received, it will be expected that similar errors for spelling and grammar are not repeated after a short time and that the gap in the learning is closed. Feedback for handwriting or formation of letters will take time but improvement should be seen. We do not always have to see evidence of verbal feedback and we don't have to write essays in their books. What we will see is that feedback must have been given, the work has improved, the gaps in learning closed

and suitable and appropriate challenge has been given to deepen understanding or move learning forwards.

Whole class feedback – using children’s work as examples of good practice or development – can be a vital step in developing peer and self-assessment skills. Use the iPad to project work on Interactive Whiteboard and share with the children good examples or make suggestions about how we can support each other in developing our work. Always ask a child if they mind you using their work in front of the class or group.

Written Feedback (Marking)

As a school, we take seriously the teacher ‘Workload’ issue and therefore aim to limit written feedback to that which will close gaps or move learning forward. Staff should not be taking home many sets of books and spending several hours marking books either at school or at home.

As a school we agree that every piece of work should receive written feedback in some form and any marking is done in green pen and I can statements are underlined using a thin highlighter.

Over the Shoulder Approach to Feedback

During the lesson, adults will give feedback, verbally and in the written form, by adopting the ‘***Over the Shoulder***’ approach. This should be quick and remain positive encouraging a Growth Mindset. Adults will move around a group or the class giving immediate feedback on the children’s work. Ticks to indicate correct answers in maths or the use of a great word in English or the correct use of scientific vocabulary in the science book are some examples of written feedback.

Areas for improvement, or identified errors, should be pointed out to the child as soon as possible so they can take learning opportunities during the lesson. Adults should take the opportunity to mark any basic skills at this point too. This should be done by either verbal feedback and/or using a pink highlighter to indicate the error in the book with a small dot which the child will address immediately. **A piece of work should never be marked as ‘good’ or ‘excellent’ if littered with basic errors.** Professional judgement must be used for the number of errors identified. If verbal feedback has been given at length, eg you have had to sit down with a child to discuss an idea or error, then write VF in the child’s book. No other forms of verbal feedback need to be acknowledged in the written form by an adult.

At the end of each lesson, in line with our assessment policy and use of Teacher Assessment Frameworks (TAFs), books should be reviewed by an adult. At this point further assessments can be made and any children who have not received in-depth feedback during the lesson can do so before or during the next lesson or intervention session.

Teachers covering lessons on a regular basis will be responsible for feedback given to the children and to the usual class teacher. This will enable informed assessments to take place and completion of TAFs to be informed and accurate. During normal timetable cover HLTA and Level 3 will give feedback as the policy states unless directed otherwise by the class teacher, for example it may be requested that the independent writing in foundation books is marked by the class teacher at a later time than the lesson.

During the lesson all support staff are expected to support the teacher leading the lesson by indicating correct answers in maths or spelling or provide verbal feedback. Communication with the teacher will be vital to ensure you all are clear about the objectives for the lesson and types of feedback being given to the children.

Got it Green

If the I Can statement, has been achieved, I Can should be underlined in a green highlighter. If part of the I Can statement has been achieved then it should be underlined in an orange highlighter, eg I Can. Deciding upon the highlighter to use and the achievement of the I can statement is decided by the teacher. This can be done towards the end of the lesson or at the end of the lesson.

In a maths lesson the Rehearsal and Ready to Apply sections completed successfully will indicate the I can statement has been achieved and should be underlined in green. If only the Rehearsal part has been achieved then the I can statement is partially achieved and should be underlined in orange. If the Rehearsal part of the lesson has not been achieved then the I can statement has not be achieved and should be underlined in pink.

Think Pink (TP)

If the “I Can” statement has not been achieved, I Can should be underlined in pink. Immediate ***Over the Shoulder*** feedback may be given during the lesson to support the child but where this is not possible a **TP is to be written and underlined in a pink highlighter below the piece of work**. Children will be part of an intervention session at some point either before the next lesson is due to take place or at the beginning

of the next day or lesson. It is not necessary to write at length in a child's book but along with the child you may model a skill or process eg a spelling correction or a calculation strategy.

With the *Over the Shoulder Approach* to feedback, **this should be limited but all TPs must be addressed by the child and then acknowledged by the adult.**

Challenge and Next Steps

Good quality planning and teaching will ensure that appropriate challenge and their next steps are given to each child. There is no need for the teacher to indicate in any form that next steps or challenges have been given or discussed. Evidence in the child's book will show that this has happened as part of the lesson.

Use of highlighters and green pens

A green Frixion pen is provided to all adults who will be asked to give written feedback. Please see your year group leader or phase leader for replacements of highlighters or refills for pens. New pens will only be issued once a year but refills will be given throughout the year. Please look after your pen.

Highlighters that should be used are green, orange and pink. These are provided by school.

I Can statements have now replaced the WALT and should be highlighted in all books. Only the words I Can should be highlighted, not the whole statement or sentence.

e.g. I can write a non-chronological report using paragraphs

Green dots or underlining – used within a piece of work, usually writing, to indicate something the child has done well

Orange dot or underlining – used within a piece of writing where you want to challenge the child to change a word to a better or more appropriate one.



Pink dot or underlining – used within a piece of work to indicate a basic error in spelling or grammar in writing or number formation or calculation error in maths,

DO NOT UNDERLINE THE RECAP OR PUT A DOT OF ANY COLOUR NEXT TO IT.

Personalised Marking, stamps and Stickers

Adults should aim to personalise the marking with the use of the child's name where written feedback is given. Praise should be used at all times and stickers and stamps are encouraged where appropriate. Every child loves a sticker! Every child equally likes to hear to words "Well done Arjun you have really challenged your thinking today".

Marking Codes

Symbol	Meaning
<u>I Can</u> underlined in green	I Can achieved
<u>I Can</u> underlined in orange	I Can partially achieved
<u>I Can</u> underlined in pink	I Can not achieved and more help is needed
Initials of an adult	For work that has been marked by another adult other than the class teacher or HLTA/TA for the class
	Correct
	Incorrect – a small dot in green pen for an incorrect answer/response
pink highlighter dot/underline	Spelling error – to be corrected within the lesson or intervention session
pink highlighter dot/underline	Grammar error– to be corrected within the lesson or intervention session
orange highlighter dot/underline	Vocabulary Improvement – to be used to support a child in developing their vocabulary.
G	Guided work or group work
P	Paired work
A	Adult supported or aided work with initials of adult who has supported them
<u>TP</u>	Teacher Pink
VF	Verbal feedback has been given at length

Useful Tips for Written Feedback

1. VF - when you have spoken to the child at length about something and have put VF the children (in older classes) can write what you have spoken about and what they have corrected.
2. Get children to leave books open at the page that needs further written feedback
3. Set a time limit, no more than 15-30 minutes for a set of English or maths books - depending on making assessments and recording on TAFs. History, Geography and Science should require no further written feedback other than that which happened during the lesson.
4. Limit the number of basic error corrections – 3 is plenty.
5. Do not regurgitate the I Can statement. Instead give them a sticker and praiseworthy comment – these should not be every day. If this looks like it is happening regularly then the work isn't challenging enough.
6. Giving a group TP the following lesson/morning. Write it on the flip chart instead of 8 times in their book or direct an adult to work with the groups during an intervention session or between 8.40 and 9.00am. The children can answer in their English or maths book, their planning book or on a whiteboard.
7. Marking breaks after completing a set number of marks - I find this helps me to keep up a good pace
8. Keeping marking comments as brief as possible so that the children can read it - I also use symbols in English for finger spaces, capital letter etc to save writing the whole word
9. Always try and get at least a couple of groups completed at lunchtime
10. Always have the text to parents open on my laptop when I mark so that if I have that wow moment about a child's work I send a text out there and then
11. I'll often mix up my marking e.g. two groups of maths books and then two groups of English - I find this keeps me fresh rather than 30 maths books in a row!

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