

Policy & Procedure

**Huncote Community Primary School
Academy Trust**



**Feedback Policy
2021-2024**

Huncote Community Primary School



FEEDBACK POLICY

Aims

At Huncote Community Primary School we believe in 'Learning for Life' by 'Aiming high in all we do'. We therefore aim to:

- Provide a vibrant, stimulating and caring environment;
- Encourage our children to thrive academically, socially and emotionally;
- Engage our children in a creative, inspiring and inclusive curriculum;
- Motivate and inspire our children for a life-long love of learning;
- Work together within our school community to prepare our children for the challenges of modern life;
- Provide and promote a safe philosophy for the whole school community.

These aims are realised through effective working partnerships between staff, pupils, parents, governors, other schools, the Local Authority and the wider community. They are present through all school life and practice.

Key principles of marking and feedback

- Feedback strategies should be applied across all subjects to ensure high quality and effective feedback across the curriculum.
- Feedback should (where possible) relate directly to the learning objective or relevant technical aspects of the work.
- Children should be involved in the process around their own feedback as much as possible. Where possible, marking should take place alongside the children during the lesson.
- Presentation must be exceptional at all times. (WALT sheets/stickers stuck in using Pritt-Stick round the edge not the centre), consistent focus on high quality handwriting, spelling and formation).

The practice at Huncote Primary School

- WALTs to be highlighted **green** (*met*) or **orange** (*partially met*) or **pink** (*not met*) as appropriate.
- Through the body of the work:
 - **Green** highlighters are used to show strengths linked to the WALT.
 - **Orange** highlighters are used to show areas of improvement related to the WALT but could also include issues related to:
 - **Handwriting** – *letter/number formation; letter/number size; misuse of capital letters*
 - **Presentation**
 - **Spelling** – *focus on high frequency words, common exception words, year appropriate spelling lists etc.*
 - Self-assessment and improvement in Writing (**purple** pen)

Key Points to remember

- Lessons should be planned with assessment of a specific objective in mind, and green highlighter used specifically to this objective *e.g. I am learning to use fronted adverbials (evidence of the use of fronted adverbials highlighted in green).*
- One focus area should be chosen from a lesson for feedback (for the majority of the class). This should be linked to the learning objective although if there is a specific technical weakness for the majority then this may be addressed in the feedback *e.g. (fronted adverbials lesson) during lesson and reviewing books it is noticed that many children have forgotten the correct punctuation. This becomes the overall feedback to the majority of the class with **time to respond to it.***
- For some individual pupils, it may be relevant to incorporate some marking of a specific weakness as it arises. For example, a pupil may have some target spelling words which is a focus when orange highlighting or a pupil may have an issue with consistently using a capital 'b' in the wrong place. These need to be picked up and responded to by the child. It is not effective feedback or assessment of a child's learning if they are using misplaced capitals (e.g. T and B) in September and still doing the same in May.
- It is also important if there is a specific weakness focus that when there is improvement in this area this is acknowledged with green highlighting.
- For ease of reference it is important to write the date in the Power Maths Pupil Books and use the same objective title in the Maths Feedback booklets.
- The Next Step that is going to be revisited by the class or pupil is written in orange with the step symbol (see Marking Code) and maybe revisited in the next session by pupils in purple pen and/or a tick from the teacher in the feedback booklet to show it has been covered.
- In Key Stage 2 children may be asked to self-assess how they have understood their

learning/achieved the WALT by placing their work in one of three coloured trays based on the traffic light system.

SPECIFIC SUBJECT EXAMPLES

WRITING – *I am learning to write a character description*

1. During the input a teacher may share a good example with the class so they are clear how to be successful *e.g. they know they need to use simile, metaphor and adverb (Toolkits).*
2. During the lesson, the teacher circulates the classroom and looks over the class's work and can orange and green highlight aspects of the work as the children go. This is the most effective feedback for children as they can respond to it straight away, for example if *one child has consistently used misplaced capital T and B if this is picked up and the first few highlighted during the lesson the child can respond immediately through the rest of the lesson therefore preventing the continued embedding of a specific weakness.* The teacher may also choose to green highlight and share excellent examples with the class *e.g. the boy's eyes looked as deep as the Loch Ness and as dark as the sky at midnight.*
3. Whilst circulating the teacher can note down any common mistakes or misunderstandings as a Feedback focus to record in the Feedback booklet after the lesson –*e.g. the class has used a number of examples of similes and adverbs but many have struggled with metaphors*
4. At the start of the next lesson, the teacher will share the feedback focus point and could show an example of a piece of good work completed by a pupil, highlighting the good aspects of the work to match the development points *e.g. the teacher shares with the class – the fear was evident on his frozen face.*
5. The class needs an opportunity to spend 5 - 10 minutes working (potentially in mixed-ability pairs) to respond to the feedback focus *e.g. in this case it might be each are challenged to try to add one or two metaphors to their work (age appropriate).*

Long writes may contain self-assessment in the form of proof-reading and editing, however these **must** be marked throughout by a teacher. It is not acceptable for a child to put effort into a long-write and for the teacher to not acknowledge or respond to this.

SPECIFIC SUBJECT EXAMPLES

MATHS

There are a number of elements in maths that lend themselves to self-assessment, however any work that is self-assessed must also be checked by the teacher.

1. In lessons, pupils check their work every 5 questions or so. A visualiser can be used to model ways of checking that lesson's problems; for example, *pupils might be shown to add numbers in a different order to check their addition.*
2. '3 before me' system for struggling pupils: first they try to fix their mistake themselves, then they ask a peer for help, then a group of their peers, and then finally the teacher.
3. As with writing, during and/or after a lesson the teacher will look through the class's work and note down any common mistakes or misunderstandings. This will be used to inform the focussed feedback for the next day.
4. Similar to writing the orange highlighter can be used to not only pick up on errors in calculation that need to be revisited but may also be used to highlight numeral reversals etc.

Agreed & adopted by The Governing Body of Huncote Community Primary School Academy Trust


Signed..... Date

Chair of Teaching & Learning Sub-Committee

This policy will be reviewed every 3 years

June 2024

Appendix 1 – Marking Code

- **S** - for work that has been supported by an adult, everything else is independent if no **S** LSA needs to initial **S**
- **WCF**- Whole class feedback. When a teaching point is discussed/ unpicked with the rest of the class following a misconception/ learning opportunity.
- **VF**- Verbal feedback
- **VE**- Verbal explanation, when a child has provided an explanation (FE/KS1/ SEN pupils)
- **1TP**- One team point for children to record on their chart (From Year 2 upwards)
-  **Next steps**

Non- negotiables across the curriculum

- Date every piece of work
- Show the curriculum subject/ area of learning in Learning Journey
- Include a WALT
- Highlight the WALT at the end of the lesson (**green secure understanding**/ **orange not** / **pink not secure**)
- **Correct marking in green**
- **Feedback/ corrections/next steps in orange**
- **Pupils to respond to marking/ corrections in purple pen (Year 2 upwards)**
- Supply teachers/ Support staff who have taught the lesson should initial their marking.

English

- **Key Stage 2**- When a pupil has had immediate feedback with class and is asked to include something in their work then the following will be written in the margin/ next to where the intervention takes place:

CH This should be accompanied by $\frac{3}{4}$ words max to indicate what the pupil has been asked to now include/improve upon. At the end of the work the teacher will go back and either write a + next to the circle or a – depending upon whether the pupil acted on the feedback.

- // New line
- Cold writes at the start of a writing unit do not need to be specifically marked but does need to be acknowledged. However a whole class marking feedback sheet should be completed.
- Future teaching points should be added to the cold write
- Hot writes should be marked. Children (where age appropriate) should self-mark against the success criteria (taken from future teaching points) and teachers should also mark against this too.

Maths

- At the end of each lesson, complete a marking sheet to show those that excelled and those that struggled. This will help to see who needs support for the next lesson and who needs 'challenge' too.

Appendix 2 – Future Teaching Toolkit –Writing



Teaching Toolkit- Future Teaching points identified from Cold Task

Example of a completed one

Punctuation-	Capital Letters Full stops Question Marks Exclamation Marks
Text structure-	Story Opening Description of setting
Sentence construction-	Vary openers to sentences Use of connectives (and/or/but/so)
Word Structure-	Two adjectives to describe a noun Homophones (they're/there/their) Contracted forms

*These are the steps you would teach after the cold write and as part of the medium-warm write. You would use this grid as your assessment of the hot write.

** These can be taken from the Pie Corbett year group Progression in writing grids.



Teaching Toolkit- Future Teaching points identified from Cold Task

Punctuation-	
Text structure-	
Sentence construction-	
Word Structure-	

Appendix 3 - Feedback Sheet Maths

Date:					
Objective:					
Excelled					
Struggled					
Actions to address / feedback:					
Other comments					