# St. Luke's CEVA Primary School

# Feedback Policy

## Rationale

*'Standards are raised only by changes which are put into direct effect by teachers and pupils in classrooms. There is a body of firm evidence that formative assessment is an essential feature of classroom work and that development of it can raise standards.'*

**Dylan William and Paul Black ('Inside the Black Box')**

Feedback is only of use if it is completed in a timely manner, supports learning by influencing planning, intervention and identifies those who are ready for additional challenges or require further support. This feedback policy has been updated in conjunction with a NPQSL project. Consistent application of the updated policy should result in accelerated pupil progress, a reduction in the amount of written feedback which will be replaced with oral feedback and a reduced teacher workload outside of school hours. This has been driven by the latest research which found *'that written marking had become unnecessarily burdensome for teachers and recommended that all marking should be driven by professional judgement and be "meaningful, manageable and motivating".*

**(Elliott et al,2016, A Marked Improvement)**

## *Feedback strategies*

Below are a range of strategies that can support staff in providing meaningful feedback that supports pupils within their learning and allows teachers to accurately gauge the level of pupils understanding and the necessary response which should then be built into teacher's planning (see appendix 1). It is expected that staff will apply a rich mixture of the following strategies, using their professional judgment in deciding which will promote learning. In all cases, **it is expected that teachers regularly review books, and immediately address misconceptions and concerns** in order that no pupil begins to fall behind or allows misconceptions to develop. This will be monitored by SLT and subject leaders through a mixture of book looks and pupil voice.

# Non - negotiables

**Learning sheets**
Learning sheets should be produced at the start of each week for Topic and RE books. These sheets should detail the outcomes for the coming week. A column should be provided for the date and an additional space should be provided for pupils to write a self evaluation. All books should also include a section where key vocabulary for the week is detailed (see appendix 2). The learning sheet for each subject should then be stuck into the relevant book before pupils start recording work for that week.
When a pupil meets the outcome, this should be dated by the teacher or pupil (if appropriate). If the outcome is not met this should be highlighted orange. If the outcome is not met due to the lesson not being taught, the outcome should be carried over to the following week.

**Orange highlighter**
This should be used in all lessons to identify work that is incorrect, pupils will then revisit using Purple Pens of Progress, it is not necessary for all incorrect work to be highlighted but, teacher judgement should be used to determine if it is a simple error or an underlying lack of understanding.

**Orange Box**
Use a orange highlighter and draw a box around a section of work. This is the section of work that the pupil must then aim to improve. If using orange Box, time **must** be given at the start of the next lesson for pupils to work on it using their Purple Pens of Progress. Orange Box marking can be used to provide a challenge to pupils by simply drawing around the section and pupils determining what they need to improve. Or, by providing detailed coding so that feedback is scaffolded. Responses to Orange Box marking must be checked to ensure pupils have identified the correct improvements. Improvements can relate to any aspect of work and do not have to be writing specific.

**Live Feedback**
Teachers should use Live Feedback in lessons, this will provide teachers with an opportunity to identify needs within their cohort. There would be normally noted by the use of orange highlighter and marking code in green in the pupil's book and evidenced through the use of Purple Pens of Progress and also pupil voice. Class teachers should ensure that they are working with small groups at a time, that they avoid spending too long with each group and that feedback given is clear and concise and linked to the outcomes.

**Coding**
Coding is a formative feedback tool to be used across all subjects. It is expected that this would celebrate the achievements and progress of the child whilst providing next steps that can be met within the current or next unit.

- KS1 and 2 should also adhere to the following marking code which should be displayed in all classes:

| Sp | Spelling |
|----|----------|
| ^ | Missing word |
| G | Grammar |
| P | Punctuation |
| () | Unclear |
| H | Handwriting |
| Pr | Presentation |
| // | Paragraphs |
| FS | Finger space |
| V | Vocabulary |
| C | Capital letters |

Class teachers will use their professional judgement when deciding which parts of the code are relevant for their class or particular pupils. Teachers must ensure that mistakes and errors are clearly identified. Mistakes (where a child has shown they are normally able

to meet the success criteria but has in this instance not applied it) should be coded, but the answer should not be provided. An error (where it is apparent there is an underlying lack of understanding) can be coded, and a comment could also be provided as a clue or hint to enable the pupil to carry out the correct action, or verbal cues provided; either response will ensure that pupils are taking responsibility for their learning and thinking about their work and how best to correct it. If using comments ensure that these link to the reason for a pupil not meeting a particular outcome or LQ and should begin with 'Not yet because…' to encourage a growth mindset in pupils. Coding can be accompanied by a short comment but only if it will aid pupil progress.

### Self assessment
At the end of a session pupils are provided with the answers to set work and then use a coloured pencil to assess and edit their work. This must be followed up with a book look to determine pupil understanding.

### Purple Pens of Progress
Each class needs to have 30 pens for pupils to use as their **'Purple Pens of Progress'**. Purple Pens of Progress must not be used by an adult. These must be used for pupils to write all of their comments about their learning and responses to feedback from adults. It is expected that 'Purple Pens of Progress' is used in all books as it will provide evidence of adult feedback and assessment.

### Dedicated Improvement and Reflection Time (DIRT)
DIRT time should feature in key lessons based on metacognition questions around what they have learnt, how they have learnt best and what their next steps may be. There should also be DIRT time at the end of **each week** to **complete the weekly overview sheets and self evaluations**.

**Journaling -** at the end of each week children reflect on their learning in maths with something they can do and their next steps.

### *Feedback expectations*

- Extended writing (**at least once a fortnight**) should be a presentation piece with no teacher feedback or pupil editing, the pupils should receive feedback on their last draft or planning in GPS books, using one of the above strategies, and pupils should be given appropriate time to respond to feedback before writing up their final version in their books or typing this up.
- Once pupils have achieved the outcome then the date should be written in the relevant box on the weekly learning sheet.
- It is not expected that correct work is marked in arithmetic exercises and only incorrect work should be highlighted orange, with the date written on the learning sheet if the teacher thinks the outcome has been met.
- Books are scanned during and after each lesson or during extra non contact time to ensure pupils are on track.

### SEND Targets
Please highlight achieved SEN targets in blue and log date in the back of the book on the SEN target sheet.

**Alternative strategies - Editing stations (see appendix 2)**
The class should be arranged into 6 groups of tables. Each table should be provided with an area of writing that they are required to review, three tables should be focussed on non-negotiables - e.g. spellings, capital letters and full stops; the next three tables should be linked explicitly to the success criteria for that piece of writing (see appendix 4). Pupils must then carousel around the different editing stations peer marking the work to be evaluated. All marking should be carried out in coloured pencil. Pupils should spend 5-10 minutes on each table. Each table must also be provided with a challenge for those that have completed the editing. Pupils should offer feedback that is Kind, Specific and Helpful and should verbally offer improvements to their partner. A class could have on display a 'Peer Marking Agreement' to help them with offering feedback and ensure that expectations are clear. If using a 'Peer Marking Agreement' this should be created before editing stations are introduced.

Year:

Term:

Topic:

Week:

History   Geography   Science   Computing   Art   DT   Citizenship/PSHE   English

## Outcome      Completed

Key Vocabulary:

Self evaluation:

# Editing station 1: Punctuation party!

Have a look for -

- Capital letters (start of sentences and proper nouns)
- Full stops to finish sentences
- Question marks or exclamation marks if needed
- Commas - in a list or to separate clauses.
- Brackets to add extra information

**Challenge - semi-colon if you know how it works, show me!**

# Editing station 2: Adverbial phrases.

Have a look for -

- Adverbs in your sentences (hint: ly words)
- Phrases that tell the reader - when/where/how/why
- Prepositional phrases - under/above/between

**Challenge - can you switch your sentence structure around to have a fronted adverbial?**

# Editing station 3: Determiners

Have a look for -

- Lots of sentences starting with articles: the, a or an
- Switching your sentence structure so that your openers are varied.

**Challenge - can you use a possessive, quantifier or demonstrative determiner?**

# Editing station 4: Spelling

Have a look for -

- Spellings that don't look right.
- Words from your spelling list.

Use dictionaries to help you find incorrect words.

**Challennge - can you find all your misspelled words?**

# Editing station 5: Imagery

Have a look for -

- Similes - as/like
- Metaphor - it is a
- Personification - Bring inanimate objects to life
- Alliteration - four fluffy feathers
- Assonance - ignite lights in the night

**Challenge - can you add an appropriate example of onomatopoeia?**

# Editing station 6: Thesaurus party

Have a look for -

- Dull adjectives
- Boring verbs
- Alternatives in the thesaurus

**Challenge - can you uplevel your conjunctions?**

**Appendix 3:**

# Feedback overview.

## *Feedback expectations*

- **Green pen** for written comments, coding and dating where outcomes has been met.
- **Orange highlighter** for addressing misconceptions, mistakes and identifying when an outcome has not been met due to pupil and for 'orange Box' feedback.
- Pupils must use **coloured pencils** for self editing/assessment.
- **Purple Pens of Progress** for responding to **all** feedback.
- **Blue Highlighter** should be used for completing SEND Targets
- Final draft should be a presentation piece with no teacher feedback or pupil editing, the pupils should receive feedback on their last draft, using one of the above strategies. Pupils should be given appropriate time to respond to feedback before writing up their final version in their books.
- When using highlighters, short comments can also be used only if they will aid pupil progress.
- It is <u>not</u> expected that correct work is marked in arithmetic exercises and only incorrect work should be highlighted orange, with the date written on the learning sheet if the teacher thinks the outcome has been met.
- Books to be scanned by staff during or after each lesson to ensure pupils are on track and redirected if necessary.

## *Feedback strategies*

- **Weekly learning sheets** in Topic books details outcome for coming week. Teacher or pupils to date when outcome when met, highlight orange if pupil does not meet and this will become their next step, line through in green if to be carried over to following week.
- **Live feedback** - with small groups - evidenced through use of Purple Pens of Progress.
- **Coding** - to be used across all subjects only in green pen if actioned by adult.
- **Self assessment** - pupils check own work against answers provided.
- Not yet because… any comment written by an adult linked to not meeting outcome must start with 'Not yet because' to promote growth mindset in pupils.
- **DIRT time** - scheduled in key lessons using metacognition questions to allow pupils to respond to feedback.