

# Feedback Policy



Written by	Adopted by staff	Ratified by governors	Review date
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## Rationale

At Sheffield Lower we want children to 'FLOURISH' throughout the 'Connected Curriculum', and feedback is a crucial part of Sheffield Lower School's FLOURISH intent. Feedback takes many forms and when implemented incisively, impact is highly effective in progressing learning opportunities in a personalised way, and empowering children to reach their fullest potentials.

At Sheffield Lower School we believe that children have the right to expect feedback that consistently provides evaluative and effective opportunities so that children develop and extend their learning. This leads to impact and children make maximised progress within the lesson, and in future learning.

***"I think it's very important to have a feedback loop, where you're constantly thinking about what you've done and how you could be doing it better." (Elon Musk)***

Successful feedback ensures opportunities for children to assess their own and peer's work, leading them to well-develop attitudes to learning, and enables children to become reflective learners. The thinking about thinking (metacognitive) aspects of learning are driven by feedback and response opportunities, and enable children to move from what they currently know and can do, to new learning, improved progress and stronger outcomes.

***"Good Learning is about moving forward and saying 'How can I make this better'" (Shirley Clarke)***

Feedback comes in many forms. It may be verbal, it may be signalled, and it can be written. Feedback might be private or shared. It is vital that teachers are adept at applying feedback discerningly to suit the circumstances for each child's development. All members of staff are expected to be familiar with the policy and to apply it consistently.

## Principles

- Be manageable for the teaching team and accessible for the children.
- Relate to the learning objective and/or targets as agreed in pupil meetings
- Involve the teaching team working with the children
- Give recognition and praise for achievement and clear next steps for improvement
- Allow specific time for children to read, reflect and respond to next steps
- Respond to individual learning needs

- Show pupils that their work is valued
- Provide ongoing assessment to inform future planning

### **Learning Intent (objectives)**

These should be clearly displayed within a learning session, and not necessarily at the start. It is important that children know them, and are able to refer back to them to support metacognition. Where appropriate these can be pre prepared by the teacher on labels or card, and placed into the pupils' book in the appropriate place.

Children should know the steps of achievement, in order to know they are progressing within a lesson, and those steps should not limit outcomes. At Shefford Lower School, we advocated open-ended learning experiences which enable children to demonstrate strong success, irrespective of prior achievement or assessment.

At Shefford Lower School we use this format from year 1 onward, and children are introduced to the language in the Summer term of Reception.

Learning intent statements will be recorded as an 'I will' statement. Steps to success will be written as 'I can' statements providing incremental steps toward the learning intent. This ensures the learning intent is accessible for all learners. A final open ended step will be presented as the rocket challenge; this will often be in the form of a question.

The big question is used within class to unite the intentions within the medium term plan. It enables children to make connections between lessons and subjects for example **What was life like for children in World War 2? Or How and why do we try and make the world a better place?**

### **Verbal Feedback**

Verbal feedback is important in supporting learning. It is also particularly appropriate for speaking and listening or other activities where no written/concrete outcome is produced. Verbal feedback can be seen through use of blue/orange highlighter in children's books (see more detailed guidance below in 'Written Feedback' section).

### **Self and Peer Assessment**

We want to encourage children to be reflective learners and to have a real grasp of their own strengths and areas to develop. By being involved in feedback for their own work, or by giving feedback to a peer, based on clear success criteria, pupils can demonstrate a sophisticated level of understanding about the learning taking place in a lesson or over a period of lessons.

Self and Peer assessment can be carried out in a variety of ways, there is no one set method, however, children should use a purple pen. Purple pen writing should be written to the same standard as other work. Purple pens will be introduced to children in Year 2 in the Spring term. Purple pens will evidence children's editing or adapting of their own work from feedback.

### **Early Years**

Assessment evidence should be collected and recorded against the Development Matters Curriculum and the Early Learning Goals. Feedback will be mostly verbal in the Early Years, although practitioners will be clear to use the language for developing learning behaviours and reflection. IE – How to improve; even better if; What can we do differently. Sometimes feedback can be written. If so, work should be marked following this policy.





## Pupil Conferencing

This should take place in the Spring term between the teacher and the child. It is a time to focus on the achievements so far, reflect and discuss next steps. Targets should also be discussed.

## Written Feedback

At Shefford Lower School we believe that feedback should be timely and respond to children with as much immediacy as possible. We adopt a 'live marking' approach. This means that students can instantly act upon the feedback when it is most meaningful, and at a time when the teaching is evoked in the class and through the resources in use.

### How we live mark:

	A blue dot celebrates good ideas and what has been done well.		A blue arrow indicates that a child has moved themselves on to the next level of challenge.
	An orange dot or orange marking indicates feedback has taken place and a correction or edit is needed.		An orange arrow indicates that an adult has moved the child on to the next level of challenge.
<b>Sp</b>	Indicates a spelling error and that a correction is needed.	<b>P</b>	Indicates a punctuation error and that a correction is needed.

- It is important that whilst highlighting the adult explains or indicates the misconception to the child so that they can reflect, successfully edit their work and develop their understanding.
- Next steps for learning are important in order to deepen the child's understanding. It is advised that adults use Bloom's questioning to support next steps.
- Adults should highlight next steps with an orange arrow to show the children that their challenges are just as important as the main content of the work.
- Children should respond to adults with a purple polishing pen, clearly demonstrating their editing and improvement of the work.
- If a child makes a continuous mistake in one piece of work that is also seen in the next, then an example must be modelled to support the child.

Children can self or peer assess their work using a blue or orange colouring pencil. Stamps will evidence whether work has been peer assessed or self-assessed.

Adults should ensure that they use neat and legible handwriting, modelling the school's adopted handwriting formation (where age appropriate), when commenting on children's work.

## Marking writing for depth from year 2

It is acknowledged that feedback from live marking may not always provide time for the adult to ensure deep feedback for composition. To ensure deep feedback practice is secured, teachers in year groups will plan for a standardised piece of writing to be 'yellow box' marked at a distance each half term. This will be actioned and returned to children within 48 hours of the learning taking place. Children will then be given time to respond to an 'action' after the feedback.

A half page will be 'yellow boxed' and this section alone will be marked in detail. Children will have commentary to read from the marking, which relates to the learning intent and success criteria, and the commentary will provide an 'action'. For example, a child who does not add description to their writing may be asked to add an adverb and an adjective to a sentence that the teacher writes. Children will be given time to act on feedback.

Yellow box marking can be used for peer to peer reflection also, and by working through ideas, children reflect well on terminology and expectations.

### **Close the Gap Lessons**

Following detailed marking, the information gathered will inform planning and also opportunities to 'close the gap' in learning. Teachers will plan together to create those learning opportunities and address learning needs across the cohort differentially.

Close the Gap learning will occur in the first half term before the school data drop in Autumn 1, Spring 1 and Summer 1.

### **Writing Progress**

Writing progress is an unaided piece of writing which occurs in Autumn 2, Spring 2 and Summer 2 and provides a termly summative assessment in line with 2 annual data drops and final outcomes. This is shared with parents to allow them to see their child's progression in writing and promote a partnership between school and home.

### **Celebrating Learning**

House points will be given for pieces of work where appropriate, teachers will use visualizers to use children's work as an exemplar to others. Exceptional work will be rewarded with a merit or head teacher award.

Children's work will be celebrated in class in a variety of ways, including use of whole class Wow displays, or WAGOLL (What A Good One Looks Like) displays. Where WAGOLL work is shared on display, it should be sized up and there should be visible indicators to explain how why it was selected.

### **Expectations**

#### **Presentation**

- The teaching team should expect high levels of presentation at all times.
- Work on all pages in the book
- Write and underline the date and title, the date will be numerical in maths books
- Subjects will be written in the margin
- A ruler should be used to underline titles and sub-headings
- In maths books a ruler should be used to draw shapes, graphs and labelled diagrams.
- In maths books when writing numbers one digit should be written in its own square.
- If work needs to be stuck into a book, edges should be trimmed and work should be stuck in neatly and straight.
- Agreed 'respect' for learning materials and books will be explicit at the start of each school year and reinforced in learning sessions.

### **Teaching Assistants/Supply/Students & Trainees**

1. Teaching Assistants should know and follow the marking policy.
2. Where supply teachers have covered for a short period they should initial the page to indicate that it was not the usual class teacher. Cases where a supply teacher is used over a long period of time then this policy should be adhered to.
3. Where a student teacher is working with a class, they should mark work under the guidance of the class teacher and in line with the marking policy.

### **Leadership Team & Monitoring**

Where a member of the Leadership Team has seen the book they will initial the page and write a comment if appropriate. Marking and feedback will be monitored by subject leaders and also by the Leadership team through book scrutinies, observations and learning walks. During the monitoring cycle children will be selected at random by the Leadership team.

### **Moderation**

Subject Leaders will organise moderation on a regular basis, with the support of the Head Teacher, and this can include sharing books with networked subject practitioners in partnership schools. In such cases pupils will remain anonymised. Moderation will provide opportunities to share good practice and ensure parity in the way that the feedback is applied. Teaching staff are expected to participate in School moderation meetings.

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