

SHEFFORD LOWER SCHOOL
Feedback Policy



Written by	Adopted by staff	Ratified by governors	Review date
Pamela Finch, Duncan Wakefield, Jen Hall	Nov 2022	Nov 2022	Oct 2023

1.0 Rationale

- 1.1 At Shefford Lower we want children to 'FLOURISH' throughout the 'Connected Curriculum', and feedback is a crucial part of Shefford 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 potential, using a positive approach.
- 1.2 At Shefford Lower School we believe that children have the right to expect purposeful feedback. It 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)

- 1.3 Successful feedback ensures opportunities for children to assess their own and peer's work, leading them to well-developed attitudes to learning, and enables children to become reflective learners. In this policy it will be live, immediate, and timely. 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)

- 1.4 Feedback comes in many forms. It won't always be written; it could be verbal or signalled. 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.

2.0 Principles

- 2.1 Be manageable for the teaching team (Teachers/Teaching Assistants/Trainees) and accessible for the children.
- 2.2 Relate to the learning objective and/or targets as agreed in pupil meetings.
- 2.3 Involve the teaching team (Teachers/Teaching Assistants/Trainees) working with the children.
- 2.4 Immediate and specific.
- 2.5 Give recognition and praise for achievement and clear next steps for improvement.
- 2.6 Allow specific time for children to reflect and respond to next steps.
- 2.7 Respond to individual learning needs.
- 2.8 Show pupils that their work is valued.

3.0 Learning Intent (objectives)

3.1 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 prepared by the adult as opposed to written by children.

3.2 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 advocate open-ended learning experiences which enable children to demonstrate success, irrespective of prior achievement or assessment.

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

3.4 Learning intent statements will be recorded as an 'I will' statement. Incremental criteria will be worded as 'I can'. The learning intent is accessible for all learners supported by differentiated criteria. Expert learning will be supported by an open-ended rocket challenge.

3.5 The big question, 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?** is used within class to unite the intentions within the medium-term plan. It enables children to make connections between lessons and subjects.

4.0 Verbal Feedback

4.1 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).

5.0 Self and Peer Assessment

5.1 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.




6.0 Early Years

6.1 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.

7.0 Written Feedback

7.1 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.

8.0 How we live mark

	A blue dot celebrates good ideas and what has been done well.
	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.

8.1 It is important that whilst highlighting it is accompanied by an explanation so that the child can reflect, successfully edit their work and develop their understanding.

8.2 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.

8.3 If a child makes a continuous mistake, teachers will model and address a repeated error in a variety of ways, then an example must be modelled to support the child.

8.4 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.

9.0 Marking writing for depth from year 2

9.1 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 at least each 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.

9.2 A half page will be 'yellow boxed', and this section alone will be marked in detail, where children write less the whole piece will be marked. 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.

10.0 Close the Gap Lessons

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

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

11.0 Writing Progress

11.1 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 or carers to allow them to see their child's progression in writing and promote a partnership between school and home fostering a two way feedback dialogue.

12.0 Celebrating Learning

12.1 House points will be given for pieces of work where appropriate. Teachers will use visualisers to model 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 and why it was selected.

13.0 Expectations: Presentation

13.1 The teaching team should expect and demonstrate high levels of presentation at all times.

13.2 Work on all pages in the book.

13.3 Write and underline the date and title, the date will be numerical in maths books.

13.4 Subjects will be written in the margin.

13.5 A ruler should be used to underline titles and sub-headings.

13.6 In maths books a ruler should be used to draw shapes, graphs and labelled diagrams.

13.7 In maths books when writing numbers one digit should be written in its own square.

13.8 If work needs to be stuck into a book, edges should be trimmed and work should be stuck in neatly and straight.

13.9 Agreed 'respect' for learning materials and books will be explicit at the start of each school year and reinforced in learning sessions.

14.0 Teaching Assistants/Supply/Students & Trainees

14.1 Teaching Assistants should know and follow the feedback policy.

14.2 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.

14.3 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 feedback policy.

15.0 Leadership Team & Monitoring

15.1 Feedback and marking 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 by the Leadership team. Consistency and standard will be closely monitored through the leadership activities within school.