Oliver Goldsmith Primary School
Feedback Policy
(January 2017)

Feedback is one of the most crucial forms of assessment around.

'It is a major factor in pupil progress.' (John Hattie).
'It is a core component of Assessment for learning', and 'Assessment for Learning is a core component of personalised learning'. (Paul Black & Dylan Wiliam)

> **Feeding back to a child about their work is all about the teacher responding to the individual and gaining knowledge of that individual.**

It is when we can really:
- show children that we value their efforts
- judge our own effectiveness as teachers
- make strategic decisions about the next steps children need to make and involve them in their own learning

<u>All staff have an obligation to ensure that appropriate forms of feedback is an integral part of the learning process as laid out in the Teachers' Standards:</u>
Give pupils regular feedback, both orally and through accurate marking and encourage pupils to respond to the feedback.

Effective Feedback Expectations:
- A 'growth mindset' will be promoted where mistakes are valued as learning opportunities, and challenge and effort are integral to progress.
- Learning Objectives and success criteria must be clear.
- Marking and verbal feedback is directly linked to the Learning Objective and Success Criteria in the first instance.
- When planning, the teacher needs to:
  a) consider that children need time and opportunities to act upon and apply what they learn from the feedback in subsequent work. For improvements to take place children need to be able to follow up the comments as part of the overall learning process.
  b) plan time to mark / feedback with the children in a group or individually.
- Specific guidance / prompts should be given on how to make the improvement.
- Effective feedback ensures that thinking takes place.
- There will be use of further questioning (Higher order) – e.g. How? Why?
- It is essential to respond constructively. Feedback needs to be positive, highlighting things children can do/did do so the children know to repeat these things again.
- Subsequent lessons and learning must build on what the children know and can do and what the next steps in their learning are.
- Children must have opportunities to practice targets / marking, and improve with future work.
- Responses to a child's work may be written or verbal.
- Care must be taken when responding to a piece of work to do so sensitively, focusing on what the child can do before indicating where improvements can be made. It is important to comment appropriately, supportively and informatively.
- 'Child friendly' language must be used.
- Marking / feedback must be done in a timely fashion.

At Oliver Goldsmith Feedback is provided in a variety of ways:
1. Verbal Feedback
2. Written Feedback: Highlighting: Improvement Comments and Prompts; Marking Stickers
3. Marking Symbols
4. Target Setting
5. Self-Assessment and Peer Assessment

1. VERBAL FEEDBACK

Verbal Feedback - Why?
- Provides immediate feedback
- Can be personalised
- Allows interaction, discussion and questioning – and therefore: further 'on the spot' assessments of learning; opportunity to adjust 'pitch' or 'level of challenge'; opportunity to reiterate expectations
- Can be done with more than one child at a time
- It's an effective use of class time
- Provides opportunity for non-verbal feedback i.e. smile, thumbs up, facial reaction, body language

Verbal Feedback - How?
- Adult's language is important, particularly bearing in mind that 'indirect' feedback will be given to other children listening i.e. the messages given need to relate to the Learning Objective and Success Criteria (*how straight a child cuts something out might not be the focus – so if an adult comments about this to a child – ensure it is not then the one thing that becomes 'key' to the learning*).
- Allow children time to think. In 'whole class' situations be aware that some children need longer than others.
- Through questioning and discussion show the children what they are doing well and what they need to improve
- Where response to work in a book is verbal, a short note recording briefly what was said to the child should accompany the symbol for verbal feedback.
- When feedback is given within a lesson, whether written or verbal, a child will have the opportunity to respond immediately – either verbally or in his/her work.

2. WRITTEN FEEDBACK: Highlighting; Improvement Comments and Prompts; Marking Stickers

Written Feedback - Why?
- Provides the child with the knowledge of what they can do well now, and what they need to do next to improve. AFL.
- Provides an opportunity for interaction between the child and the teacher about the child's work in a written format.
- Provides an opportunity to make every child feel valued and confident in their learning.
- Responding to a piece of work validates it and care should be taken to respond appropriately.
- Responding to work should be consistent across the school but will differ according to the age of the child and the curriculum area.

Written Feedback - How?
- In Years 1-6 any comments the teacher makes are in Red Pen, and the children show their responses to marking feedback or further follow up tasks in Green Pen.
- All core subject work across the curriculum will have some indication that it has been assessed before the next session of that subject.

- Written marking must be neat – teachers are role models.
- Time must be allocated within lessons so that children can read marking comments and respond to them if appropriate. Response to the teacher's comments / prompts is expected.
- Work should be marked / responded to according to:
  - Learning Objective
  - The Success Criteria

  It is important that children are made aware of the expected outcomes through ensuring their understanding of clear Learning Objectives, and that the Success Criteria are shared with them. They need to know 'What makes good!'
- Care must be taken when responding to a piece of work to do so sensitively, focusing on what the child can do before indicating where improvements can be made. It is important to comment appropriately, supportively and informatively.
- One or two word responses are not usually enough to provide effective feedback.
- Significant effort for every child should always attract praise.
- Relevant marking symbols should be used consistently e.g. Supply, Support (S), Independent (I) etc.
- **Highlighting:**
  Where appropriate a yellow highlighting pen will show or identify where in the work that the child has been successful.
- The focus will be on only 1-2 elements each time.
- **Improvement Comments and Prompts:**
- If necessary an arrow will show where in the work improvements are needed and will be linked to a teacher comment. A green pen task may follow.
- 'Next steps' will be written or indicated on a 'marking' sticker.
- Written comments may be in the form of improvement prompts: reminder prompts; scaffolded prompts; or example prompts.
  E.g. in the context of *a dog chasing a rabbit*, a Learning Objective *'to be able to express characters' feelings'* -
  Reminder prompt:
  How do you think the dog felt here?
  Scaffolded prompt:
  Describe the expression on his face.
  Do you think he was annoyed? How do you think he might have shown this?
  He was so surprised that he…
  He barked _____ly, running around feeling very _____.
  Example prompt:
  Choose one of these, or your own:
  He couldn't believe his eyes!
  He ran round in circles looking for the rabbit, feeling very confused.
- **Marking Stickers** can be used (see Woodberry Down Document/Website). These:
  a) Make feedback more visual and 'child friendly' through the use of colourful stickers.
  b) These should be designed or adapted to motivate children in a meaningful way.
     (For 'ready made' marking stickers please look in 'shared'/'Assessment'/'A4L Marking' on our computer system.
     To order sheets of stickers from the office – save your order in 'shared'/'stickers orders', stating your name, class and number of sheets required. These should be ready for collection by the following day.)

3. MARKING SYMBOLS
See attached list of symbols used at Oliver Goldsmith.

4. TARGET SETTING

Target Setting - Why?
- Targets form the basis for the next steps in a child's learning and are what children need to be able to do to make progress
- Targets can be specific to the learning needs of individuals/ groups
- Feedback will allow the child to see where s/he has met his/her targets, been successful in meeting the criteria or made mistakes.

Target Setting - How?
- Targets that are set by teachers need to be challenging, yet achievable.
- Targets must be understood by the child, and where achieved, this must be acknowledged.
- Some targets may be set as part of the self and peer assessment process (see below). Children need to be taught how to set 'next step' targets for themselves and their peers.

There will be two types of targets set:
a) Those based on previous Learning Objectives and will be set for individuals or groups.
b) Ongoing identified targets which could include for example:
  - Ideas used within the work.
  - Use of vocabulary
  - Structure
  - Grammar
  - Creativity
  - Spelling / Phonics
  - Punctuation
  - Presentation/Handwriting.
  - Maths Passport
  - Independent thought

The teacher and the children will know what aspect / aspects from the above list, the child is working towards. These will be recorded in their book and referred to regularly. Some marking may refer to these targets. Successes will be celebrated with a praise comment and a 'Target Met' sticker.

(At times specific lessons may be dedicated to one of these targets if it is deemed necessary for groups within the class.)

5. SELF AND PEER ASSESSMENT

Self and Peer Assessment - Why?
- Self-Assessment can be highly effective for children and teachers as it involves the children reflecting on their own learning and work, and it enables the teacher to gain greater insight to the child's thinking.
- Peer Assessment, too, can be highly effective because children often value what their peers have to say. William Glasser's 95% rule applies.

We Learn…
10% OF WHAT WE READ
20% OF WHAT WE HEAR
30% OF WHAT WE SEE
50% OF WHAT WE SEE AND HEAR
70% OF WHAT WE DISCUSS
80% OF WHAT WE EXPERIENCE
95% OF WHAT WE TEACH OTHERS

- A child's 'peer assessment' comments can also provide insight into the peer assessor's knowledge and understanding of the task set.
- Opportunities for the children to be more aware of and involved in their own learning are imperative.
- Peer Assessment promotes interaction between children in giving them time to talk with other children about their work.

Self and Peer Assessment - How?
- Children will be trained on how to self and peer assess by the teacher.
- The teacher will model the self/peer assessment process using anonymous pieces of work.
- Before embarking on implementing peer assessment in the classroom, children need to understand and agree to the school rules for peer assessment. (see attached 'Rules For Peer Assessment').
- There will be some form of feedback from the teacher where children have carried out self or peer assessment. (to ensure peer and self-assessment guidelines are followed, or where it will be beneficial for the teacher to comment on the feedback given).
- The ultimate goal is self-assessment that is genuine and productive.

STANDARDS FOR FEEDBACK
We have a judgement table against which to identify the steps in Effective Feedback (see attached). When monitoring the quality of feedback the statements in the table will be used.

EYFS FEEDBACK
- A 'growth' mindset is promoted where praise is for effort and all contributions are received positively.
- Prompts will be in the form of: reminders; examples may be given; scaffolds may be provided.
- Responses are expected to be modelled, rephrased, repeated and scaffolded for children as part of their language development.
- Where written feedback is recorded, dialogue with the child is recorded too.
- Sometimes stickers will be put on a child's work and sometimes they will be put on the child's jumper. These will inform other adults and their parents/carers, who can then enter into a dialogue with the child about their learning.
- Any verbal comments pertaining to a piece of work may be written on the piece or on a post-it and dated.
- Targets will be recorded on a child's 'Individual Learning Journey' and evidence towards this will be recorded. Targets met will also be recorded.
- Feedback would largely be verbal and must relate to the Learning Objective. Successes will be pointed out and improvements asked about based on e.g. How can we make this even better? Effective questioning will be used to deepen the learning and understanding of the children.
- Smiley face or praise stickers may be used for social or emotional learning.

WRITTEN FEEDBACK - in the EYFS, Year 1 and where older children are at the beginner stages of writing.
When marking emergent writing with the child, the writing should be read back to the teacher who will scribe underneath, matching up any letters or words and ticking those that are correct. (Praise should be given for efforts that are phonetically plausible). This may not be necessary for every piece of work but will provide a valuable record of progress being made.
The child should help with this process.
Marking comments should be formed (as far as possibly) using the '100 most common words', so making the feedback more accessible.

Marking Symbols

To be used to support the improvement process - only 1 or 2 to be used on a piece of work.

_____	Word underlined - spelt incorrectly -correction above
_	One letter incorrect
?	Needs clarification – written work Try again – maths work
O	Number circled - Part of sum is wrong – maths work
O	Circle around a letter – need to change to upper/ lower case
–	Word not needed – written work (line through it)
←→	Should be one word
∪	Wrong letter order
//	New paragraph needed New line
∧	Omission
√	Correct
∪	Wrong word order
O	**AS** in circle = adult support
O	**AD** in circle = adult directed
O	**SI** in circle = self initiated
O	**V** in circle = verbal feedback given to child
O	**I** in a circle = independent
O	**S** in circle = support
⌐	Next Steps

Our Judgement Table For Effective Feedback in Books

Outstanding
- Children actively demonstrate understanding and are involved in setting targets for improvement
- There is a high level of response by the children to personalised comments and a range of effective prompts from teachers
- There is some subsequent response from the teacher providing a dialogue which improves the knowledge of children, their understanding and/or skills
- Comments from the teacher are particularly focused and diagnostic, revealing very good subject knowledge
- Self and peer assessment is evident and promotes deeper learning
- Feedback is highly appropriate and specific to individual needs of children and leads to rapid progress for all groups including SEND, EAL, higher ability and disadvantaged pupils
- Highly effective feedback is a key component to pupils moving above their prior attainment group

Good
- Feedback relates to current learning statements / objectives from the curriculum
- Feedback enables children to progress in line with prior attainment
- Feedback and prompts are specific to individual needs and enable all children from all groups to progress
- There is a range of effective comments and prompts from teachers
- All children are set relevant, accurate targets on a regular basis
- Strategies exist to acknowledge/celebrate the achievement of targets
- Self-assessment is a regular activity: children know what they are good at and what they need to do to improve
- Children revisit and respond to previous learning through written, post-task questions linked to the Learning Objective
- Children regularly respond to personalised comments from teachers
- Pupils are regularly given feedback, both orally and through accurate marking and encouraged to respond to the feedback
- All work in English, Maths and Science, across the curriculum, will have some indication that it has been assessed before the next session of that subject.
- There is sufficient work in the children's books to allow feedback to have impact (reflecting a well-planned curriculum)
- Feedback helps to build confidence
- The teacher's handwriting is easy to read and follows the school handwriting script
- The teacher's spelling and use of Standard English is accurate

Requiring Improvement
Feedback is deemed requiring improvement if it is not yet good, but is above inadequate

Inadequate
Feedback is inadequate if it does little to help children to improve.
The key features of inadequate feedback are:
- Feedback does not follow school policy
- Work is not marked regularly
- Children do not know how well they have done in relation to the objective
- Feedback does not help to build confidence
- The majority of feedback is negative and not about recognising success
- No relevant targets are set/ targets are poorly chosen
- The teacher's handwriting does not follow the school handwriting script
- The teacher's spelling and use of Standard English are inaccurate
- Work is marked incorrectly / advice given to children is inaccurate
- There is insufficient work in the children's books to allow marking to have impact

Rules For Peer Assessment

1. Identify strengths in the work linked to the Learning Objective and the Success Criteria.
   Say / write what was good about the work and find one or two examples of where the work met the Learning Objective.

2. Identify what improvements are needed.
   Choose one and explain what could have been better.

3. Try to make comments descriptive rather than judging.
   Don't write things like "Your writing wasn't very good." Write things like:
   You used some great adjectives! I really like the way you used words like 'fantastic' and 'marvellous' instead of just writing the word 'good'.
   Could you think of an adjective that you could use instead of 'bad'?

4. Make sure the feedback can be clearly understood.
   Think carefully before you write anything! Is it easy to understand?

5. Use your best handwriting!

6. Always finish by writing:
   Thank you for letting me look at your work. From _____.