



## Pinner Park Junior School Feedback Policy

October 2014

**Article 29:** Education should develop a child's personality or talents to the full.

**Article 12:** Children have the right to say what they think should happen and have their opinions taken into account

### Introduction

Pinner Park Junior School's (PPJS) Feedback Policy forms part of our Assessment Policy and Guidelines. All children are entitled to regular and purposeful feedback on their learning. Through the policy and its implementation it is envisaged that children will be encouraged to become reflective about their own learning, recognising that making mistakes and learning from them is part of the learning process. The feedback policy takes into account PPJS's Equal Opportunities Policy and respects the rights of the child. Feedback builds self-esteem and encourages pupils to take ownership of their learning.

### Principles

#### **Professor John Hattie 'Visible Learning' – a culmination of 20 years educational research**

*Effective feedback has the biggest effect size of all on pupil's making progress in their learning – pupils need to develop as assessment literate pupils.*

#### **Dylan William stated that effective feedback techniques include:**

- *Sharing Learning intentions;*
- *Engineering effective classroom discussions;*
- *Formative feedback*
- *Activating learners as resources for each other*
- *Activating learners as owners of their own learning*

### **Effective feedback should:**

- Be an essential part of the assessment procedure.
- Ensure that pupils become independent and reflective learners and diagnostic feedback is a way of enabling them to achieve this.
- Encourage pupils to see feedback as a positive approach to helping them improve in their learning. It shows that their work has value.

- Be related to appropriate learning intentions and success criteria – ideally children have had input into the success criteria.
- Be positive, clear and purposeful.
- Be a benefit to staff and children - the outcomes must be fed back into planning. It needs to give them specific information on the extent to which they have met the lesson intention.
- Feedback is an effective way of keeping the child focused on agreed targets and is an essential tool to direct children in their next steps for learning.
- Planning should be informed by feedback to address any gaps in learning or further consolidation needed.

### **Implementation of feedback**

- Be carried out promptly – written and oral.
- In all year groups, feedback will be age appropriate and if written, be neatly written in cursive handwriting and in language understood by the individual child.
- Feedback should relate to the learning intention, success criteria (and pupil's own targets if relevant).
- Not all work needs to be marked in detail. It needs to be acknowledged, but not necessarily commented on. In Big Writing, at least 10 children will have their work marked in detail following a lesson if teachers are using the feedback rota in their class.
- Some pieces of work must be marked in greater detail (e.g. end of unit writing assessments). This may be on a rota basis, but all children will have their work marked in detail over three lessons.
- Feedback should be handed back quickly to encourage discussion of work.
- Time should be made available at suitable times during the week for children to read, reflect and respond to their marked work. This can be during 'soft start' sessions, lesson starters.
- Children should be encouraged and taught to mark their own and others' work – checklists and feedback against success criteria/ targets provide helpful assessment tools for pupils. Self assessment has an important role in the school's assessment policy.
- Teachers' comments should be as constructive as possible and written in the appropriate language of the individual child. Symbols may be used for non readers. (not simply consist of good, well done etc)
- Recognise effort as well as quality, e.g. learner for life skills
- Comments should be diagnostic and give targeted next steps to allow children to move on in their learning - linking next steps to assessment outcomes (see Classroom Monitor or NC objectives) /the learning intention for that day.
- For detailed feedback of Big Writing/ Extended Writing - use of pink highlighter to be used – pink to show '**WWW**' – (what went well) - where progress has been made ie objective/success criteria achieved. EBIs will be written and the marking code followed.
- Feedback by teachers is to be completed in a coloured pen different to the pen colour that the pupil has written with (i.e. pink, orange, red, turquoise).
- Children are to use purple pens to edit and improve their work ('purple pen of power' used after feedback).
- If children have been supported by the teacher or support staff, this should be indicated with the Verbal Feedback stamp.
- The Verbal Feedback stamp is to be used when working with a group during a lesson. This will indicate a keyword that shows the child what feedback was given during the

lesson by a class teacher or teaching assistant. Children and staff will be able to look back and see if they have acted on this feedback. Children are not to tick the stamp.

- Professional judgment should be used with regard to marking spelling in written work. Not all spellings will necessarily be corrected (4-5 at most). Teachers will comment on spelling and grammar only in the following cases:
  - if spellings and grammar were part of the lesson focus;
  - if it is a spelling that all pupils should know (age appropriate & individual ability level);
  - if it is something related to the child's target.
- Rewards are given by teachers and other staff for achievement in class. This can include class teacher awards or House points, Deputy Headteacher award stickers and the Headteacher's Award.
- Gold certificates are awarded in assemblies.
- Supply teachers should mark all work set and return it to the teachers.

## Appendices

### Protocol for feedback Maths books

- Each question that the child has answered should be marked with either a tick (✓) to indicate that it is correct or a dot (.) to indicate that the answer is incorrect
- The (✓) drawn should be no bigger than the size of a square
- Comments should be made when a teacher feels that it will help to move the child's learning forward i.e.:
  - ◆ When they have a misconception
  - ◆ When the effort they have made requires commenting on
  - ◆ When the teacher deems that the method the child used should be commented on e.g. 'used cubes to help' or 'used mental strategies'
  - ◆ To give the child the steps to take the next steps to take their learning forward
- Unit Success Criteria are used to identify targets. 2 or 3 should be set and checked both during and at the end of the unit.

### Protocol for feedback Literacy books

In Big Writing, teachers may target 10 pupils across ability groups per week to undertake in-depth, focused feedback. This includes Big Writing/ Extended writing. Classteachers will have a rota for marking so that all children receive in-depth feedback at least every 3<sup>rd</sup> piece of writing. Checklists with success criteria made known to pupils before their writing task are used across the school to support pupils in self-assessment and assist class teachers in helping pupils identifying strengths and next steps.

The target group will receive:

- Their work marked using the Feedback Code
- A positive comment about progress towards learning objective (checklists can be used)
- Points on how to take their learning forward

Children who are not in the target group will receive:

- Their work marked using the Feedback Code
- A checklist checked by class teacher and pupil
- A comment only if the teacher feels it is necessary to move the child's learning on
- VF stamp when working with an adult

Teachers should feedback to the whole class or target group regarding any misconceptions and/or areas for development that were raised from feedback work when appropriate – use of pupil's work to 'up-level'.

Work should be marked using the Feedback Code which should be stuck into the front of Literacy and Big Writing books.

Children's targets should be stuck into the back cover of their Literacy and Big Writing books. Targets should be ticked off and dated when the teacher feels they have been met. If achieved on three occasions a new target should be set.

## Protocol for feedback Foundation subjects and Science

- If the teacher feels that a comment will help to move a child's learning on then one should be made, in relation to the success criteria
- In some cases a tick (✓) at the end of the piece of work is appropriate
- Spellings and punctuation should be corrected according to the age, ability and expectations of the child and the feedback code should be used. No more than 4 spellings should be given for correction.
- Spellings of technical vocabulary should be corrected
- Stickers or stamps should be used in foundation subjects when appropriate

## Peer and Self Assessments

In some lessons marking their own or another child's work may help children to reflect on their own learning. If children mark their own or others' work:

- Teachers must check the work and mark if necessary.
- Children should mark using a framework as a reference eg. Success criteria or checklist
- Children should draw small, neat ticks – no larger than a square in a Maths book
- Guidance is provided by class teacher so that comments are balanced between positive and meaningful suggestions for improvements: 'positive, polite, personal'.
- Year 3&4 children use 2 stars & a wish to improve work. Y5&6 use WWW (what's working well) and EBI (even better if) or a sentence starter to make comments if no checklist. Y3/4 may use WWW/EBI if children understand it.
- When self – assessing, children should indicate how they feel they have done with progress towards the learning objective using either – traffic lights - Red – objective not achieved, Orange – objective met, Green – objective exceeded or smiley faces

## Homework

Homework should be marked in line with this policy.

## End of Year Arrangements

- Summer term targets / targets from reports should be passed to the next class teacher
- New maths, literacy and big writing books are started in the 2<sup>nd</sup> half of the summer term (with the exception of Y6) so that targets are passed on, new teachers and children can look back and see the quality of work from the previous year and the transition to a new class is enhanced.

## Monitoring and Review

Year Group Leaders will monitor that making in their year group is being done in accordance with this policy on a termly basis. There will be termly staff meetings dedicated to work scrutiny.

This policy will be reviewed annually and reviewed and updated if it is appropriate.

<h1>Feedback Key</h1>		
		
I can do this	I understand some of this	I need more help
✓✓	Good/Excellent	
<hr style="border: 2px solid red; width: 100px; margin: 0 auto;"/> <b>sp</b>	Spelling	
<b>WWW</b> 	What went well..... Pink highlighter for progress (achieved objective/ success criteria)	
<b>EBI</b>	Even better if..... (next steps to improve next time)	
<b>VF</b>	Verbal feedback	
<b>^</b>	Word missing	
<b>//</b>	New line or paragraph	
<b>P</b>	Punctuation	
<b>Vt</b>	Verb tense	

