

South Hill Primary School



Feedback Policy

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South Hill Primary School

Feedback Policy (September 2020)

At South Hill Primary School, we recognise the importance of feedback to enhance pupil progress and further our pupils learning. We believe that quality first teaching, alongside strong pastoral relationships, is the best way to achieve good academic progress. We believe giving feedback at the time of impact is crucial throughout the learning process and should cause thinking to take place on the part of the learner. Our lessons have a clear learning journey, which include:

- A recap of prior learning
- A clear learning objective
- Success criteria so pupils know how to succeed
- Plenaries (which are used to inform AFL)

Key principles

At South Hill, we believe that:

- Feedback should have the **sole focus of furthering children's learning**, both as a group and as individuals, and should:
 - be **meaningful, manageable and motivating**
 - be **specific, accurate and clear**
 - **redirect or refocus** the teacher's or the learner's actions to **achieve a specific goal**
 - **provide opportunities for pupils to edit and improve their own work**
 - **promote independence** and enable pupils to take an **increasing responsibility for their own learning**
 - provide **specific guidance** on how to improve
 - give an **appropriate level of challenge** to all pupils in lessons
 - include peer to peer marking in KS2, using purple polishing pens
- Feedback is **most effective** when it can be delivered **closest to the point of action**. This could include verbal feedback, scaffolding, modelling, written symbols (from our marking and assessment code) or written comments.
- **Written comments** should be accessible to pupils' according to age and ability and further their learning.

How will feedback be delivered at South Hill?

In all Key stages, feedback will be the primary focus. In **Foundation Stage & Key Stage 1**, written feedback will, for example, be modelling a spelling pattern or letter formation, giving a sentence starter or giving an extension task etc. In **Key Stage 2**, written marking comments guide learning. For example, in asking a pupil to rewrite a sentence or paragraph focusing on improving a particular element, to ask a pupil to re-try a calculation or to provide a model for them to use etc.

All teacher and TA's will use green pen to provide feedback in books. All feedback should focus on enabling the pupil to further their learning independently, using the support given. All written work (in KS1 and KS2) will be acknowledged by class teachers through the use of our marking and assessment codes (see appendix 1), which includes 'VF' to signal where a verbal feedback conversation has taken place.

Feedback conversations

At South Hill, feedback conversations happen daily. Teachers and TA's spend time with individuals or small groups of children to:

- support overlearning/ pre-teaching
- review previous misconceptions or gaps in learning
- extend and further learning
- praise and reward children

Pupil conferences

At South Hill, pupil conferences take place once a term in Key stage 2 with the class teacher and individual child. These conversations are an opportunity for the pupil to discuss:

- their learning and how they can be a more effective learner
- their wellbeing and how they feel about their learning

These conversations can be used to identify any issues which need to be addressed in order to further learning.

What will this look like in the classroom?

Feedback occurs at one of four common stages in the learning process:

1. AFL
2. Live feedback
3. Summary
4. Review



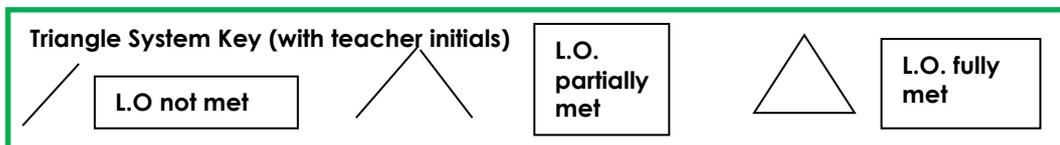
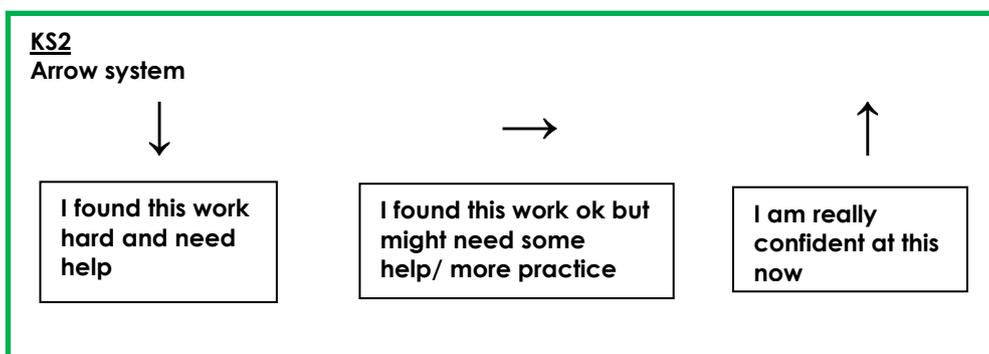
Type	What we expect to see at South Hill over the course of a learning sequence	Evidence
<p><u>AFL underpins learning for all children</u></p> <p>TAKES PLACE BEFORE THE LESSON</p>	<ul style="list-style-type: none"> • <u>A range of AFL techniques</u> are used to underpin all learning e.g. mini plenaries, effective questioning, concept cartoons, low stakes testing, • <u>Where needed, small groups or individual children</u> may be pre-taught information, where needed, or set questions that will enable them to access the next sequence of learning. This is particularly important for SEN pupils and pupils working below curriculum expectations and may be completed by a class teacher, teaching assistant or SENCO. Information gathered is used to inform future lessons/activities. • <u>Assessment information</u> from previous year groups or previous lessons is used to establish the pitch and pace of the next sequence of lessons • <u>South Hill Progression documents</u> are used by teachers to plan lessons so that they are appropriate to the curriculum expectations of the year group and also take into account the previous and next year groups learning objectives 	<p>Booster groups</p> <p>Intervention groups</p> <p>Learning walks</p>
<p><u>Live feedback</u></p> <p>TAKES PLACE DURING THE LESSON</p>	<ul style="list-style-type: none"> • <u>All lessons starts with a recap</u> of what we have done so far and where we are heading as well as whole class feedback – what did we do well and what do we need to improve on as a class? • <u>AFL</u> during 'live' teaching informs the teacher of skills and knowledge of the class as a whole as well as individually and lessons are adapted as a result • <u>Use of open questions</u> to gage pupil knowledge • <u>Use of mini whiteboards</u>, class votes, quizzes, hinge questions, thunks etc to establish what children do and do not know and to encourage critical thinking skills • <u>Mini plenaries</u> throughout lessons to assess learning and address misconceptions • <u>Pitch and pace</u> is adapted to the needs of the class • <u>Differentiation of tasks</u> is flexible and responds to the particular topic being taught • <u>Roles of other adults</u>, such as TA's and 1-2-1's, provide effective, proactive support and challenge • After the main teaching time, the class teacher and TA work with a <u>small focus groups of pupils whilst others work independently</u>, with a focus on quality first teaching and driving the learning forward • <u>Verbal feedback</u> is given immediately and signalled by 'VF' (with a single word explanation if needed) in children's books. This shows that the teacher/TA spoke to the child individually and should be seen by the 'impact' of the child's work afterwards. Pupils respond to this in <u>purple polishing pen in KS2</u> (and KS1 where appropriate. This forms part of our 'Feedback conversations' as well as in our review of the learning. • <u>Verbal feedback is used to model, extend, address misconceptions, scaffold etc</u> • <u>Teachers and TA's</u> also support learning by using green pen marking (over the shoulder marking) • <u>Modelling (KS1) or written feedback (KS2)</u> enables pupils to further their learning, where needed • <u>Use of the class visualiser</u> to share good work and to address misconceptions (which can also be used at the summary) 	<p>Lesson observations</p> <p>Learning walks</p> <p>VF and group work evidenced in books</p> <p>Self/peer assessment</p>
<p><u>Summary</u></p> <p>TAKES PLACE AT THE END OF THE LESSON</p>	<ul style="list-style-type: none"> • <u>End of lesson plenary is used summarise</u> what we have learnt today and to give context to our learning journey and where we are heading next • <u>Pupil assessment</u> using traffic light system (EYFS/KS1) or triangle system (KS2) for pupils to signal how well they think they have achieved the learning objective • <u>Peer/self marking</u> used to identify what a pupil has done well and what they could do to further improve using agreed success criteria • <u>Next steps</u> can be given for the child to complete independently to move their learning forward 	<p>VF and impact from this evident in books</p> <p>Pupil and teacher assessment symbols every lesson</p> <p>Lesson observations</p>
<p><u>Review</u></p> <p>TAKES PLACE AFTER THE LESSON AND BEFORE THE NEXT LESSON</p>	<ul style="list-style-type: none"> • <u>All books</u> looked at by the class teacher • <u>Books put into piles and addressed before the following lesson</u> – who needs more support? Who needs to be challenged? Who needs to be praised for the progress they have made? Whose work can I show as a great example? • <u>Adaptation of plans</u> for the whole class or individual support actioned, where needed from what the class teacher has seen in books • <u>Whole class feedback form filled in every lesson in English and maths</u> • <u>Learning tools created</u> and given to pupil's to support learning, such as sentence starters, word banks, picture prompts etc • <u>Groupings are adjusted to support learners or future tasks adapted</u> • <u>Advice sought from SLT/SENCO, where needed</u> • <u>Regular conversations between all adults in the class to provide feedback</u> • <u>Feedback conversations</u> should take place before the following lesson in core subjects between the class teacher and a small group of children to provide praise and feedback and to move the individual child's learning on (Appendix 3) 	<p>Lessons plans adapted and annotated</p> <p>Whole class feedback sheets up to date</p> <p>Children aware of how they are progressing</p>
<p align="center"><u>ALL FEEDBACK IS USED TO INFORM TEACHERS' 'PUPIL PROGRESS MEETINGS' AND TO INFORM END OF TERM ASSESSMENT INFORMATION</u></p>		

Appendix 1:

Assessment Code

Pupils use a traffic light (KS1) or arrow (KS2) to self-assess their work. Class teachers assess after the learning objective using the Triangle system next to the L.O. with their initials.

EYFS and KS1
Traffic light system



Marking code

Where written feedback is needed, Teachers may use the following marking code.

✓	This is good.	✓✓	This is excellent.
		Does this make sense?	Re-read and correct your work.
Sp		Spelling mistake	Spelling given by teacher and pupil to write out x 3.
		Circle letter	Incorrect use of upper or lowercase letter.
P		Missing punctuation	Find out what the missing punctuation is and correct.
/		Space needed	Remember to leave a finger space in between each word.
//		New paragraph/new line needed.	
VF		Verbal feedback	My teacher has talked to me about my work
S + initial		I had help from an adult	
I		I did this work independently (when normally supported)	
G		Guided Group Work	
N.S		Next step	What I need to do to improve my work. These should be completed the following lesson.
R1		R1 reward for effort chart	
See me		I need to see my teacher for advice. I will then repeat the work.	

Appendix 2 – Whole class feedback sheets

Class: Week beginning:
Teacher(s):

Verbal feedback



Colour code – PP/ SEND/ Vulnerable

English	Learning objective	Who needs support?	Who needs more challenge?	Whole class feedback (What did we do well? What do we need to do next?)
Lesson 1				
Lesson 2				
Lesson 3				
Lesson 4				
Lesson 5				
Maths				
Lesson 1				
Lesson 2				
Lesson 3				
Lesson 4				
Lesson 5				