Learning Together, Learning for Life

Feedback Policy

Reviewed by:	Teaching staff	**Date:** 04.01.2024
Agreed by Curriculum and Standards:	18.03.24	
Next review due by:	January 2025	

'The main role of feedback is to improve the learner, not the work.'

'The important point is that feedback is focused, is more work for the recipient than the donor and causes thinking rather than an emotional reaction.'

Dylan William (2018)

At Reed First School, effective feedback given will provide constructive steps for every pupil to ensure progress. It will focus on success and improvement needs using clear learning intentions and progressive skills in manageable units of learning. This will enable pupils to become reflective learners who aspire to improve their learning and have the tools to do so.

At Reed First School we believe there are three fundamental principles for effective feedback:

1. Ensuring teaching is high-quality, laying the foundations for effective feedback;
2. Providing appropriately timed feedback with a clear focus on moving learning forward; and
3. Considering how pupils will receive and act upon the feedback given.

Through our feedback we aim to:

- Advance pupil progress and outcomes and make our high expectations clear to all children.
- Ensure our children recognise that feedback is to meet the goals, not to be critical.
- Involve all children in the learning process and have time to respond to feedback.
- Redirect or refocus either the teacher's or the learner's actions to achieve a goal.
- Support the children to manage their own learning or self-regulation.
- Ensure marking does not impact on teacher work load in order for staff to spend longer with each child talking and planning as a result of what they know from the children.

Learning Objectives:

In Key Stages One and Two, all learning intentions must be shared with all groups of learners which subsequent feedback will aim towards. These can be shared verbally and or displayed in the classroom. In Early Years, the children will be told verbally what they are learning about and why.

High Quality teaching will ensure pupils understand the purpose of the lesson and their intended learning. The children will understand and recognise what a successful outcome is. They will know what they are aiming for in both the short and long term, for example, what they are learning now in order to achieve an end goal.

Learning objectives will be shared with the children and are specific and measurable:
For example:
EYFS: *We are learning to understand what makes an animal nocturnal.*
KS1: *We are learning to find different ways to make £5.00.*
KS2: *We are learning to understand the difference between similes and metaphors.*

In Key Stages One and Two, all pieces of recorded learning must have the Learning Objective (LO) clearly included in the pupil books.

High quality teaching at First Reed School at all Key Stages to enable effective feedback may include:

1. **Beginning a lesson with a short review of previous learning**

What this may look like:

Sharing learning from children from previous lesson. Discussing strengths and areas for improvement.

KWL grids are helpful to assess what children understand prior to the topic, during and at the end.

Showing a question on the board - think, pair share ideas.

Discussions with talk/learning partners.

Share what we learnt previously, recapping key vocabulary. An activity to repeat previous steps together as class with modelling.

Recapping key learning in a mini quiz.

Example work or models on the tables or up on whiteboard for children to discuss.

2. **Presenting new material in small steps with pupil practice after each step**

What this may look like:

Allowing lots of discussion, pair and group work before independent / individual tasks.

Give children the opportunity to practise new skills.

All children trying, repeating back each step with key vocabulary, sentence stems. Partner, individual have a go practise skills through games, individual tasks to apply then come back together again to share.

Modelling, then giving structured examples.

Model to children what you would like for them to achieve so that they can be successful.

Children given resources to support their learning which are modelled.

3. **Asking a large number of questions and check responses of all pupils**

What this may look like:

Think, pair, share

Quizes

Concept cartoons - who do you agree with?

Questions linked to intended learning check the child is on their way to secure understanding in that lesson.

Hands up to respond, directed questions, write a show, tell a partner.

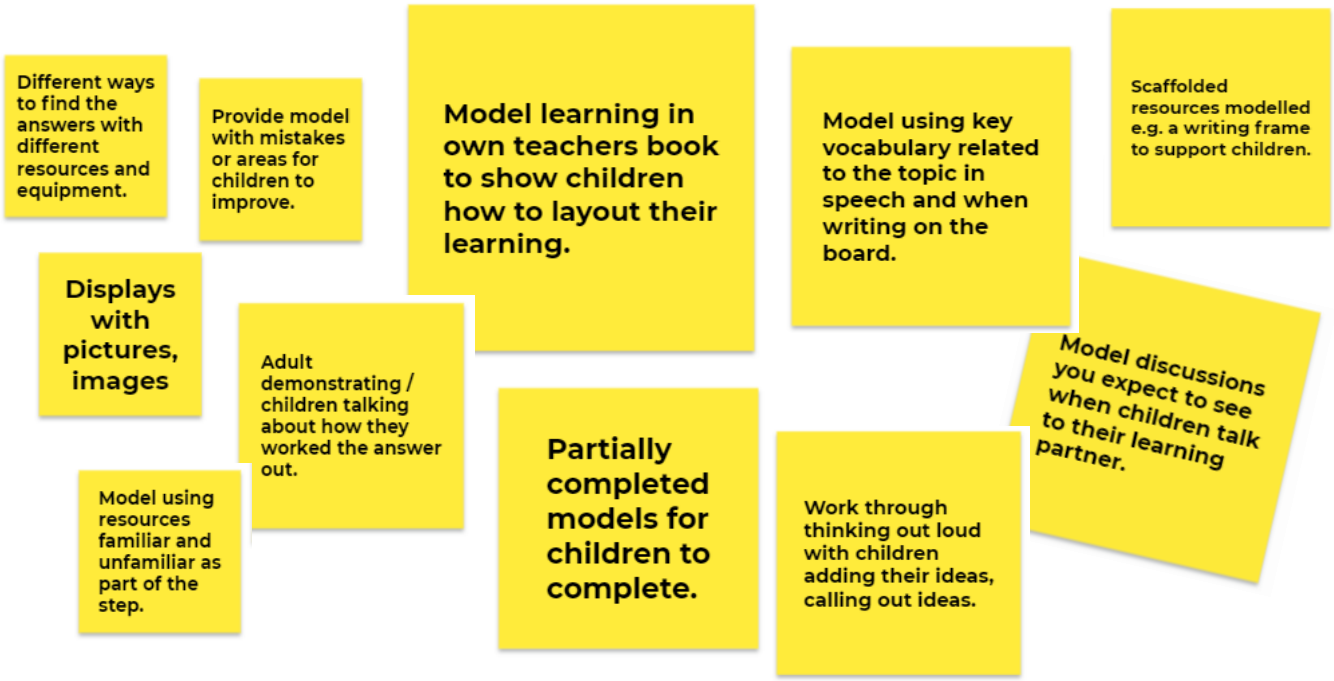
Relevant questions, to check understanding. Differentiating the questions aimed at the children you need to check their knowledge and ones to dig deeper.

Introducing a new topic in exciting ways to appeal to the children's curiosity, e.g. prop/story from a bag/box.

Writing their comments on speech bubble to be displayed or recorded for assessment to values all voices.

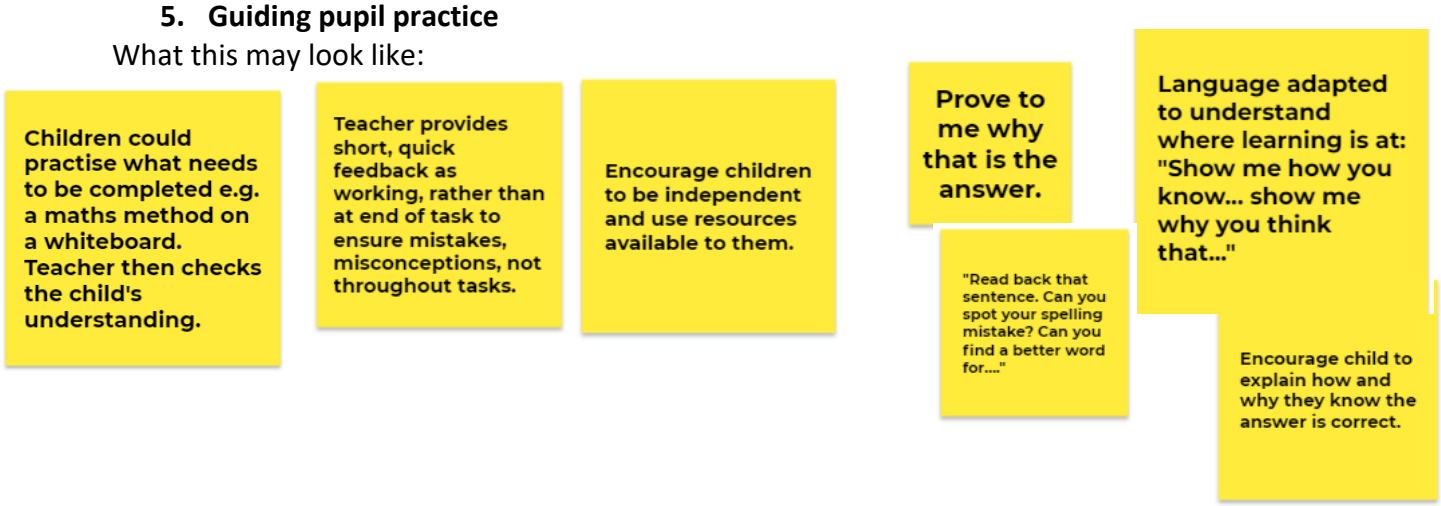
4. **Providing models**

What this may look like:



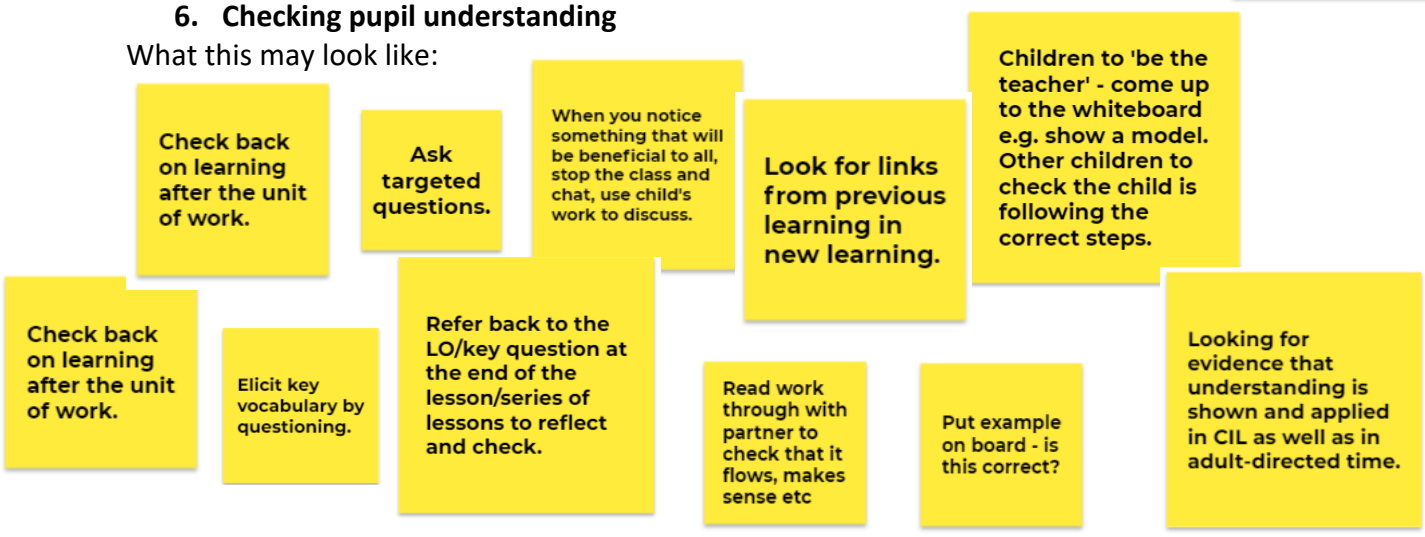
5. **Guiding pupil practice**

What this may look like:



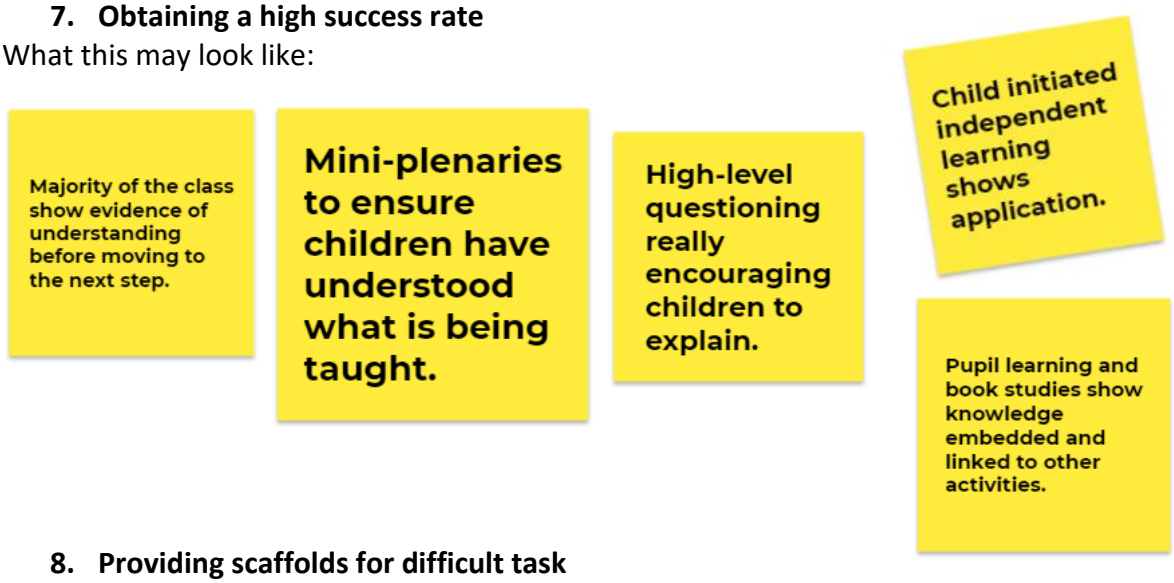
6. **Checking pupil understanding**

What this may look like:



7. **Obtaining a high success rate**

What this may look like:



8. **Providing scaffolds for difficult task**

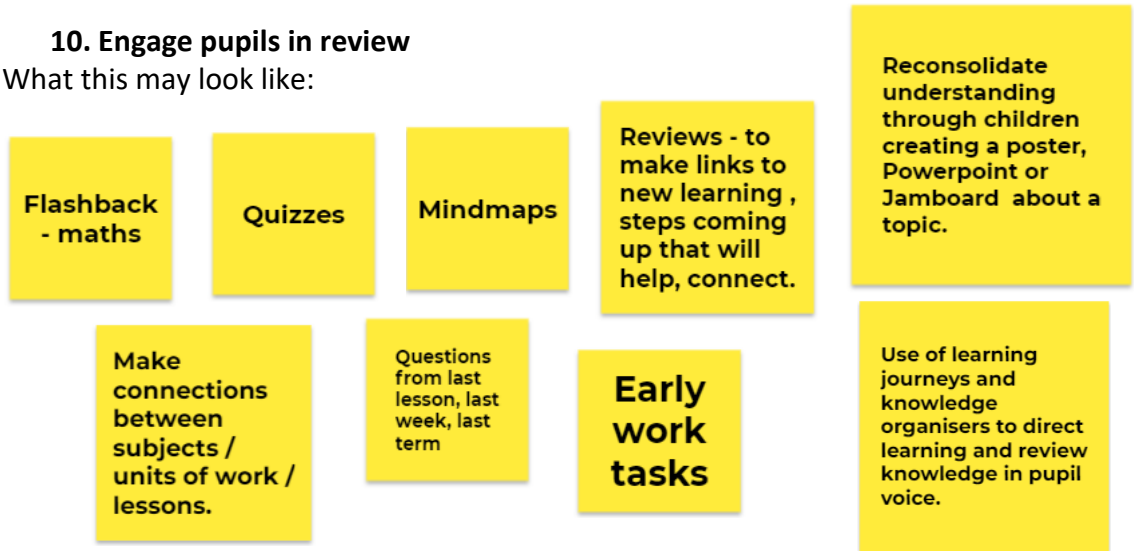
What this may look like:

9. **Requiring and monitoring independent practice**

What this may look like:

10. Engage pupils in review

What this may look like:



Teachers should use their professional judgement to decide what form feedback will take on a lesson by lesson, task by task basis and according to pupil age and stage. All feedback given either verbally in in writing must focus on moving the learning forward. This should be evident in the response seen subsequently in the learner. Feedback should be positive and a next step must be carefully selected to ensure progress to further succeed.

Comments whether verbal or written should relate to one of the following three areas:

1. **The task**

For example: In a reading comprehension sequencing task, two of the events to sequence are the wrong way around, the pupil is asked to look again and find the two that need swapping.

2. **The subject**

For example: explaining that a pupil may want to look at the colour wheel to find the colour they need to make purple to use in a painting. The feedback relates to the subject, not just that particular task.

3. **Self- regulation**

For example: asking a pupil to reflect on a sprint race which was less successful than a previous performance before giving them feedback yourself.

Growth Mind-set Language

Feedback should be positive and encourage the pupils to challenge themselves further. For example:

'I like the way you…'
'Keep going, you just need to...'
'What are you most proud of?'
'How are you more successful than before?'

‘You have shown good learning through…’
‘What can you do next time?’
‘It would be even better if…’
‘Have you thought about….’

Learning Partners

At Reed First School, we believe that children should play a significant role in the feedback given to themselves and to their peers. The way feedback is given, should come from the quality first teaching they observe as a model.
While the children will be asked to reflect on their own learning in every lesson and after units of work, the partnerships between pupils are also used to identify successes and next steps.
Learning partners or buddies are seen as a resource. They aim to offer productive feedback using the success models and LOs shared by the teacher. Peer partnerships also give time to find and fix for non-negotiables including punctuation, grammar and presentation.

The children will learn to debate and discuss their responses to each other’s learning and listen to the advice they are given.

The skill of feeding back to a peer and asking a peer for their support or advice starts in Early Years where the children are actively encouraged to learn together to solve problems. In maths, the children work with a maths buddy of comparable attainment to support each other and learn together.

The Buddy system in maths continues into KS1 and in addition, children are given a writing buddy to achieve equal support and challenge in written tasks.

Learning partners are used in KS2 - Teachers will choose the way to pair partners depending on the subject and purpose of the use of the partnership.

Buddies and learning partners will follow the teacher model of:

1. Always start with positives
2. Next steps must be something you think would make all the difference

The children all know that at all times, there is someone to learn with when needed or directed.

Key Stage One and Two –
Margin marking, positive formative comments and next steps marking in books

Where feedback is written, comments will be used to inform the children of their next step within learning, their guidance for learning in the future and a 'where to next' linked to either their targets or a gap in their knowledge. This will take place on a regular basis but where possible through live marking in lessons. Most correction marking will be in the margin aligned to the appropriate section of work and will follow the marking code.

VF – verbal feedback

Green dot in the margin – There is something to find and fix on this line.

In Year One and when needed in subsequent years, the green dot will be given a second code from the following list for further guidance.

sp – spelling error

Aa – check capital letters

p – check punctuation

s – check for sense

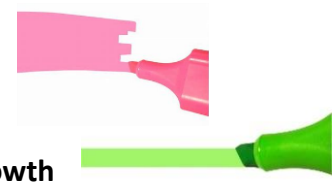
Once in Year 3, the **s** will be replaced by a **g** for grammar.

The aim for all pupils in Year 2 to Year 4 is to be able to identify the reason for themselves. Once pupils are editing their work automatically, the use of the green dot can then stop.

At Reed First School, we use colour coded marking to clearly show areas of success and ones for improvement linked to the learning objective, age related focuses and targets. These are:

Tickled Pink

Green for Growth



Areas of success and those to improve are highlighted accordingly in the margin and on the work.

Marking outside the moment:

Where live marking is not possible or the child has been asked to work independently, the live marking codes will be used but after the piece is finished. To support marking such pieces, success criteria can be stuck in the child's book at the start of their piece of work. To summarise the piece, tickled pink and green for growth are used to comment, the green for growth should refer to next steps. Pupils should be given opportunities as soon as possible to respond.

Adult support

Where a child has been supported or a section been supported, the code AS will be used.
Where shared pen is used, the adult will annotate the piece to clearly show the ideas and contributions of the child.
When Learning Support Assistants work with a child, the same policy will be followed.

Peer Feedback

If a child gives permission, their work can be used as a model for learning with others.
Marking led by peers will follow the policy and the codes which they are familiar with.
Learning partners will be supported to become a critical friend through modelled feedback given by the teacher. Each child has a learning partner who is swapped at least weekly.
To support the process of feeding back to each other, classes develop and use success criteria to ensure they are being an effective partner. Sentence starters are also displayed in each classroom to support conversations as a speaker, listener and builder.

Find and Fix

All pupils will be given regular opportunities to self-review their work or 'Find and Fix'. This will either be in response to Green for Growth and Tickled Pink and margin codes or before a piece is seen by the teacher in order to see self-editing or peer support. This process will also be seen in response to in the moment feedback where pupils respond to their own reflections, feedback from peers or the adult.

Spelling

Marking of spelling will focus on 'non-negotiables' – year group specific common words and spelling patterns previously taught. The children are expected to use the resources available to them in the classroom to find and fix spelling errors. Spelling will be monitored across the curriculum.

Presentation

Feedback will also focus on the presentation of the work. A high expectation of presentation will always be expected. Our agreed school handwriting style will be used and modelled at all times. Further guidance on presentation can be found in our Handwriting and Presentation policy.

Absent Pupils

If a child is absent for a piece of work, the word absent will be written in the book next to the Learning Objective.

Equal Opportunities

Every child is entitled to have their efforts and achievements recognised regardless of gender, ability, race or cultural background. The appropriate methods of feedback and the strategies used to help children understand and respond to it ensures this occurs.

All teaching staff through continued professional development using resources from the Education Endowment Fund and studying research by Barak Rosenshine, have developed this policy and principles for effective feedback across the school.