



# Crossley Hall

## Primary School

### Feedback Policy

September 2020

## Principles

Feedback provides information to learners about their performance and how to improve it, and the process of providing feedback to pupils is an essential part of the teaching and learning cycle. At Crossley Hall we know that effective feedback promotes good progress and achievement.

In reviewing this policy we have taken into consideration research based evidence from organisations such as the Education Endowment Foundation (EEF) and the Department for Education. This has helped to ensure that the process of feedback is tried and tested whilst being meaningful, motivating and manageable for all pupils and teachers.

**Teachers should give feedback in a variety of ways:**



Figure 1. Examples of different forms of feedback.

## Expectations

- At Crossley Hall Primary, our feedback culture is:
  - 1. **Meaningful**- Pupils make consistently good progress because they are aware of their next steps, due to the feedback given from our staff.
  - 2. **Motivating**- Pupils devote time and effort to producing their best quality work as their efforts are valued and progress is celebrated.
  - 3. **Manageable**- Teachers spend a proportionate time giving feedback on pupil work, whilst also able to focus on planning, preparing and delivering consistently good and outstanding lessons. It is a core component of our commitment to reduce workload.
  - 4. **Responsive**- Feedback is given in a timely manner, as 'in the moment' as possible, so that it is most useful and relevant. This also happens via intervention or in subsequent lessons.

## **Roles and Responsibilities**

- **Class Teachers** have overall responsibility for the consistent and regular delivery of feedback for all pupils within their class.
- **The Senior Leadership Team** have the responsibility for ensuring that feedback is consistent, appropriate and frequent across school, taking into account the ages and stages of pupils. Senior Leaders will look for evidence in the following ways:

<b>Feedback Type</b>	<b>What it looks like</b>	<b>Evidence (for observers)</b>
<b>Immediate</b>	<ul style="list-style-type: none"><li>○ <i>Mini whiteboards, reading children's work in the lesson</i></li><li>○ <i>Individual or small group</i></li><li>○ <i>May re-direct the lesson focus or the task</i></li><li>○ <i>May include purple pen and teacher highlighting/ annotating</i></li></ul>	<i>Lesson Observations ('drop in' and formal)</i> <i>Teacher annotations/highlighting</i> <i>Purple pen in books</i>
<b>Summary</b>	<ul style="list-style-type: none"><li>○ <i>End of lesson</i></li><li>○ <i>Whole-class</i></li><li>○ <i>Evaluating the lesson</i></li><li>○ <i>May involve self or peer assessment</i></li><li>○ <i>Uses success criteria</i></li><li>○ <i>May inform the next lesson</i></li></ul>	<i>Lesson Observations ('drop in' and formal)</i> <i>Evidence of self/peer assessment</i>
<b>Review</b>	<ul style="list-style-type: none"><li>○ <i>After the lesson</i></li><li>○ <i>Written comments/ annotations</i></li><li>○ <i>Teachers can assess understanding</i></li><li>○ <i>Future lessons may be adapted through planning and re-grouping</i></li></ul>	<i>Acknowledgement of work completed</i> <i>Written comments</i> <i>Purple pen</i> <i>Planning annotations</i>

## **Marking Guidance**

- All pupil work should be dated and have an appropriate title, which should be underlined in pencil, using a ruler. In English, the long date should be written (Thursday 27<sup>th</sup> August) where appropriate according to the age and stage of the pupil. In other subjects the short date should be written instead (27.8.20).
- Where a pupil has not worked independently, the level of support received should be indicated at the top of the piece of work, using green pen:

<b><u>Code</u></b>	<b><u>Meaning</u></b>
<b>T</b>	<i>Teacher-guided group activity</i>
<b>TA</b>	<i>Teaching Assistant-guided group activity</i>

- For identified pupils with Special Educational Needs, progress strips will be used to indicate the level of independence.
- The school presentation policy should be applied at all times, with presentation posters displayed in all classrooms.
- For each piece of work, if a child has achieved the specific learning objective (and there are only minor corrections to make), their work will be stamped with a pink 'smiley face' stamper in the top right-hand corner. If the child has not met the learning objective, a green 'smiley face' stamper will be used instead, and feedback given as appropriate.

## **Verbal Feedback**

Verbal feedback forms a powerful and important aspect of feedback for our pupils. Adults should therefore engage in a dialogue on how a pupil's work can be improved as a teacher offers purposeful intervention and deals with misconceptions during the lesson. This may prompt the feedback process to begin during the lesson and be an opportunity for pupils to use their Purple Polishing Pens to immediately impact on their work. When verbal feedback is given, Teachers do not need to follow this up with written feedback or write the feedback that was given verbally.

## **Direct and Indirect Feedback**

Teachers can either offer a pupil direct feedback, where they tell a pupil exactly what to improve and where, or indirect feedback which encourages the pupil to be more independent in identifying how and where improvements to their work can be made. This then allows teachers to consider this piece of work as independently for assessment purposes. This can be done either verbally for immediate action, during the feedback process or after the task has been completed.

## **Feedback in Mathematics**

All written calculations should be marked with a small neat tick if correct or a dot if incorrect (green pen). Pupils who need to make corrections to calculations should do so by writing out the full calculation again,

underneath or next to the error, using their Purple Polishing Pen. When correcting errors in pupils' work, teachers should clearly mark a few examples of the error in the work in a sensitive manner. The next step for learning for the pupil will stem from one of these errors.

### **Feedback in Literacy and other subjects**



If appropriate, teachers may use highlighters to identify good features of writing (pink highlighter)- this should only be done if it is felt that the pupil needs this level of direction and is more likely to be seen lower down the school. Teachers must be careful not to over highlight pupil work. When giving feedback, teachers should;

- Use the appropriate codes to make the process of giving feedback swift and purposeful
- Correct an appropriate number of spellings by writing the correct spelling of a word at the bottom of the piece of writing.
- Use the appropriate colour stamp to identify if a child has achieved the objective or needs further intervention
- Regroup pupils and ensure differentiation for learning is appropriate for the next day.

### **Next Steps**

If children have calculations, spellings or a written comment to act upon, this should be done at the beginning of each lesson. Alternatively, this may be done during intervention time or during differentiated learning the next day. Daily 'Fix-It time' is essential for our marking and feedback policy to be effective for everyone. 'Fix-It Time' can take place as appropriate- at the start of the day, or at the start of a lesson, with pupils given time to act either on written feedback or working 1:1 or in small groups with an adult to edit and improve their work.

### **Appendix 1: Marking Codes**

Indicator	Symbol
sp	Spelling mistake
	This does not make sense (short instances only- longer sections need verbal feedback)
^	Missing word/phrase
	Missing or incorrect punctuation
//	New paragraph
Wherever possible, grammatical errors should be addressed verbally, through 1:1 and small group work.	