Primary Feedback Policy

Contents

Document Change History

Date:	Version:	Description of Changes:
Oct 23	1.2	Reviewed with small amendments

Mission Statement

"To nurture and develop all people in our Trust so that they reach their full potential academically, vocationally, and personally, including being positive role models for future generations in the community. We will achieve this by providing high quality values-based education that cultivates employability and life skills making our schools the first choice for young people, parents, carers, staff and employers."

Values

The values of Respect, Excellence, Collaboration, Independence, Perseverance, Enjoyment, Leadership, Integrity and Care are central to everything we do at the Skills for Life Trust.

At the Skills for Life Trust we strive to help all pupils to achieve and by showing them that every piece of work they complete is respected and valued.

We acknowledge that feedback comes in a variety of forms and should be a regular and robust part of every lesson; bridging the gaps, celebrating successes and understanding and extending learning. If the feedback doesn't achieve this, it isn't worth doing!

All feedback should have a positive tone; the most effective, whether written or verbal, will give pupils a clear sense of how they can improve.

Statement of Equality

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

Aims

Feedback is:

- to have a positive impact on learning and pupils' progress
- informative for future planning
- to provide strategies for improvement
- to facilitate dialogue between adults and pupils
- to be consistent across the Trust

Implementation

Effective Feedback should:

1. Be provided in a timely manner: children should receive some form of feedback on every piece of work (as soon as possible to tackle misconceptions)
2. Encourage children to improve their work and promote independence of self-correcting.
3. Direct children and give clear strategies as to what they need to do to improve their work and the next steps they need to take.
4. Relate to learning objectives for each lesson
5. Give children specific praise for the success of their work, showing it is valued
6. Help teachers evaluate teaching and inform future planning and next steps in learning
7. Provide a tool for teacher assessment

Intended Impact

Why do we mark children's work?

1. To help teachers monitor children's progress and to diagnose what has not been understood so as to assist forward planning
2. To provide helpful feedback to children so that: their needs are identified and we can discuss with them what they find difficult and the next steps they need to take
3. To ensure that children's achievements are recognised thus giving encouragement and building confidence
4. To ensure set tasks have been carried out to an expected standard

Types of Feedback

Verbal – An assessment tool that all teachers use. This can take the form of questioning, live marking during a lesson, or focus' learning time with an individual or group of pupils. Live marking is seen as the most effective and frequent form of feedback. The immediacy and relevance should lead to direct pupil actions and support accelerated progress. Live marking is very difficult to plan for and will be based on acute and strategic assessment for learning.

Written – The purpose should be a quick check of how effective the learning has been and provide opportunities to add depth and breadth to learning to provide challenge. This could be in the form of an extension activity, asking pupils to return to their work to make improvements or commenting on photographs that have been added that shows the practical nature of the lesson.

Written feedback can be used at any point within the lesson and does not need to be used solely at the end.

Expectations

All pupils will have an opportunity in all lessons to self-assess their learning. They will do this by putting a specific coloured dot next to their Learning Intention/Objective. This LI/LO can be either hand written by the child or printed prior to the lesson by the teacher.

Green – fully understood the lesson and feel they have made progress

Amber/Yellow – feel they have made progress, but found it challenging

Red – found elements of their learning difficult and want to make the teacher aware

If the teacher agrees with the self-assessment they will put a tick next to the self-assessment dot.

An example of this could look like this: -

    🟢   ✓ LO/LI – To be able to include paragraphs in my writing

The pupil has self-assessed as achieving the LO/LI and the member of staff has ticked (in their green pen) to show they agree.

If there is a difference of opinion and there has been no live marking **VF** can be put next to the pupil's self-assessed dot. This would show that the teacher has read the work, is aware of the difficulties and that verbal feedback will be given at a future point. This will be evidenced in the improvements that the pupil makes in future lessons. Alternatively, the teacher may feel it is appropriate to add a task for the pupil to complete as further clarity of understanding. This may be in the form of an extension task (PiXL or Testbase question) or a specific, personal piece of written feedback.

Every child should have written feedback at least once a week for English and for Maths. Foundation topics should have a written comment at least once a topic (where a topic is extended further written feedback may be appropriate), and all recorded lessons will follow the self-assessment dots.

There is an expectation that all adult feedback is actioned by the pupils. It is also an expectation that teachers will respond to all pupil comments with either a tick or further feedback.

Specifics

All staff will only use a **Green** pen when writing feedback in pupils' books and responding to the pupil's self-assessment.

Pupils will use a **Purple** pen for responding to staff comments, for improving their work and for reflecting on what they have done well and what they could have done better (for example WWW / EBI).

When Peer Assessment is being used, this will also be written in **Purple** pen.

Codes

VF – When providing Verbal Feedback

PA – Peer Assessment

PS – Peer Support

// - New Paragraph

I – When it is relevant to demonstrate that specific pupils have completed work independently

S – When support has been provided

Sp – Spelling correction needed

P – Relevant punctuation needs to be added

P.I.T Stops

Teachers should factor 'Pupil Improvement Time' into lessons (at least once every 2 weeks) to ensure children have time to action any marking/ feedback and to improve upon their work. They can use this time to ensure their presentation is good (underlining dates and L/O's that may have been missed), edit their work or purple-pen respond to any tasks or improvements.