



Feedback Policy for Norman Street Primary School

Spring 2017

Review Autumn 2019

Aims:

The aim of this policy is to make explicit how teachers provide feedback so that all pupils learn and make progress. Feedback to pupils focuses on success and areas for improvement related to their learning. This advice enables pupils to have an understanding of the next steps in their learning. Feedback is an important aspect of every school day and plays a critical role in the teaching/learning process. The primary purposes for providing feedback are to inform pupils how they are doing, and extend learning opportunities.

Principles to marking

At Norman Street Primary school feedback is given to pupils in a variety of ways.

Where possible, feedback is best given when the child is present so that discussion and feedback go hand in hand. This approach is particularly relevant to the youngest children in school and will be recorded as VF (verbal feedback given). We do not expect any written record of the details of the oral feedback given to pupils.

- Be specific and relate to the learning outcomes and the success criteria which has been specified and agreed by teacher and pupils where possible
- Be linked to current targets, where appropriate
- Give recognition and praise for achievement
- Give clear strategies for improvement
- Allow pupils time to read and respond to feedback. Pupils will be given time (either at the beginning of each day or the beginning of the lesson) to respond to feedback. They will record this in green pen.
- Be manageable for staff and accessible to pupils.
- Be seen by pupil as a positive approach to improve their learning.
- Exceptional work to be shown to the Headteacher.

Marking pupils' work

- At Norman Street Primary School we mark in pink and green. Ticks/annotations will be placed above/near elements, which reflect the learning objective/success criteria and should be appropriately sized so that they do not obscure the pupils' work.
- Feedback in English and Maths will always be given prior to the next lesson.
- All work must be marked using pink and green ticks relating to the learning objective and success criteria.

When marking, teachers/teaching assistants will:

- Tick in pink examples of where the pupil has met the learning objective.
- Highlight in green next to an aspect of the work which could be improved and annotate or discuss with the pupil how to improve as necessary.
- Tick the criteria met or, where appropriate, provide a focused comment, verbal or written, which should help celebrate success (written in pink) and help the pupil to 'close the gap' between what they have achieved and what they could have achieved or provide next step in learning (written in green)
- Teacher feedback must be accessible to each pupil thus marking should always be specific, and aimed at the age/ability of the pupil.
- All marking should model accurate spelling, punctuation and grammar. It must be legible and accessible for the age of pupils.
- If a teaching assistant or supply teacher marks work in place of the regular teacher then they must initial the work and indicate whether the pupil was supported by an adult or worked independently.
- We expect all work to be presented to a consistently high standard and feedback will also focus on the needs for any improvements in all curriculum areas.

Marking codes:

These are displayed in every classroom. In KS2 the children will write these themselves next to the learning objective. In KS1 abbreviations can be used as an aide- memoire for teachers.

I-independent

TG- teacher guided

TA- TA guided

PW- paired work

WCW- whole class work

GW- group work

The following forms of feedback are used.

Stamps

Stamps are used for marking children's work in all year groups.

Key for what stamps mean:

Getting There- more work to do before you have met the objective. This stamp will be used in conjunction with an explanation or a question about the next steps for learning.

Got it- No further comment needed but may include pointers towards the next steps.

Wow- indicates exceptional performance and may warrant a question to encourage even greater mastery.

This key is understood by all children.

English- correction/editing codes

To become embedded throughout year 2. Before children are ready for this a stamp will be used to remind them about the use of simple punctuation.

These correction/ editing codes are used in green and placed in the margin next to the correction so as not to de-face the work.

The following editing codes will be used as appropriate for each piece of work:

To be introduced in year 2:

p- punctuation mark

c- capital letter

sp-spelling

To be introduced in KS2:

ww- wrong word- e.g. homophones

t- tense

√√- really good idea. Well done. (in pink)

Spelling

The correction of spelling is important in all curriculum areas. The number of corrected words in a piece of writing should depend on the age of the child and should not be overly demoralising for the child. sp will be used to indicate a spelling error and the child will either directed to a dictionary to find the correct spelling or write the words at the end of piece. The following list is a guide to inform teachers about the appropriate number of spellings to correct in each year group:

Y1- between 0 and 2 words

Y2- between 1 and 3 words

Y3- between 2 and 4 words

Y4- between 3 and 5 words

Y5- between 4 and 6 words

Y6- between 5 and 7 words

By the time that pupils are working in KS2 Feedback may be given to the whole class at the beginning of each lesson on a feedback sheet or by using the whiteboard. This feedback should identify the three main improvements needed to the previous days work. Pupils are then given time to edit the work using green pen.

Maths

During Maths lessons we encourage teachers to provide feedback whilst pupils are completing tasks. Where a TA or a teacher spots an error, this will be highlighted in green and suggestions for improvements will be given. The pupils will take a closer look at that answer and correct using their own green pen. This process will a complete record of the feedback conversation with a pupil and their reflections on it. A pink tick will be used by either the teacher, TA , pupils themselves and through peer marking to indicate success.

See appendix 1 for examples.

Peer and Self Evaluation

Pupils should be given regular opportunities to comment on their work(SE) and that of their peers (PE). This may be verbal or written.

At the beginning of each piece of work the learning objective will be displayed on a sticker alongside the date. This is in the form of L.O. To

The success criteria will be stuck underneath (where this is appropriate) and the pupil will self-assess against the success criteria. They will self- assess against the learning objective by ticking either in pink or green.

Foundation Stage and Year 1: say what they did well in a piece of work with support from an adult. They will tick the appropriately coloured smiley face.

Year 2-4: Highlight their work using pink or green pencil and explain why. (Some may be able to annotate why.)

Year 5-6: Highlight using pink and green pencil and annotate why.

Monitoring and Evaluation

The Head Teacher, Deputy Head Teacher, Key Stage Leaders, English and maths leaders will monitor books and feedback their findings to staff.

Karen Hodges, Deputy Headteacher
April 2017

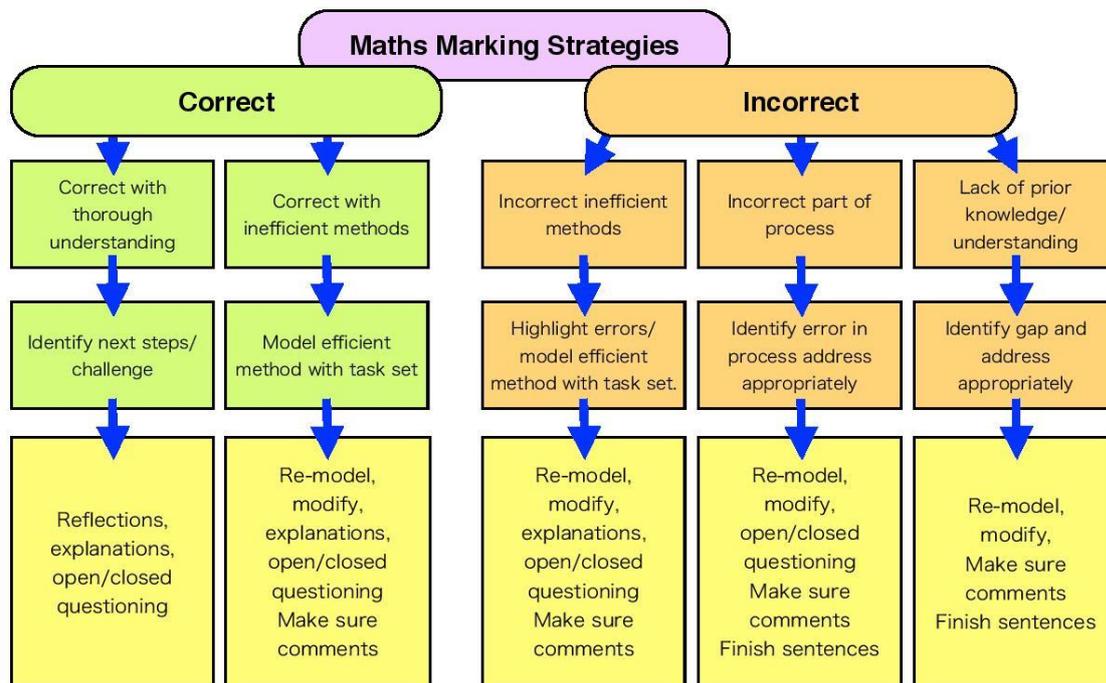
Adopted by:

Carolyn Murray
Headteacher
April 2017

Rev Keith Teasdale
Chair of Governors
April 2017

Appendix 1:

Examples of Maths Marking:



Possible responses might look like this...

Explanations

Ask children to explain reasons for mathematical statements
 Would a chocolate lover $\frac{1}{2}$ or $\frac{1}{3}$ of a bar of chocolate?
 What tips would you give someone who is learning to round numbers to the nearest 10?
 Explain why a number ending in 3 cannot be a multiple of 4.
 Why is 16 a square number?

Reflections

Ask children to think deeply about their work
 Could there be a quicker way to do this?
 Do you think that this could work with other numbers?
 When could you use this strategy?
 Have you thought of all possibilities? Can you be sure?

Re-Modelling

If child recorded	Model the correct method
52 - 38 =	52 - 38 =
50 - 30 = 20	52 - 30 = 22
8 - 2 = 6	22 - 8 = 14
52 - 38 = 26	Now try this one...

Closed questions

Provide children with questions that have only one answer
 If you start with 93 and count back in 10s what would be the smallest number you would reach on a 100 square.
 Put these numbers in order 836, 535, 388, 508. What would the second number be?
 I buy three books costing each costing £2.99, How much do I spend to the nearest whole pound?
 A 90 minute film starts at 4:15pm at what time will it end?

Finishing sentences

Provide children with appropriate mathematical sentences to complete
 36 can be partitioned into ____ and ____
 Two numbers < 200 are ____ and ____
 All multiples of 5 end with ____ and ____
 Acute angles are ____
 A pencil weighs about ____

Open questions

Provide children with questions that have more than one answer
 Tell me 2 three digit numbers with a difference of 26
 Give me three division questions with a remainder of 1
 What 3 lengths total 1m? ___ + 9 = 3__

Make sure comments

Provide children with reminders for next time
 Make sure you count on from the larger number
 Make sure you record one hundred and two as 102 not 1002

Modifying

Use comments that challenge the children to look over their own work and processes used.
 Can you see where you have made your mistake?
 Check your place value in Q5 and correct it.
 I calculate the answer to be X, check if I am right.