

# Feedback Policy

September 2019

## 1 Introduction

- 1.1** At Lapal we believe that effective feedback provides information to improve teaching and learning. We give our pupils regular feedback on their learning so that they understand what it is that they need to do to improve and make progress. We believe that feedback should be meaningful, motivating and manageable.

## 2 Aims and objectives

- 2.1** Feedback is an integral part of the assessment process and should provide feedback to the pupil on their success (**www – what went well**) and give guidance to improve their performance (**ebi – even better if**)

Feedback varies by age group, subject, and in accordance with the nature of the particular piece of work. Teachers adjust their approach in line with these factors and incorporate the outcomes into subsequent planning and teaching.

## 3 Learning objectives and success criteria

- 3.1** As part of planning effective lessons, the teacher must decide on clear learning objectives which are not only related to the curriculum but also to the prior attainment and experience of the pupils. Linked to this, the teacher should have a clear idea of the expected outcomes for groups and individuals which should be within the extended grasp of the pupils.

- 3.2** The **learning objective/Aim(s)** for the lesson may be written or typed at the start of the work by the pupil (or the teacher or teaching assistant in the case of the younger pupils) so that the written comment at the end of the work can state ‘learning objective/aim achieved’. This objective/aim should be written in the form of an **‘I can...’ statement**, be knowledge or skills based and linked to Development Matters or the National Curriculum.

- 3.3** This will be accompanied with **success criteria** so pupils can clearly decide if they have achieved what is expected. Success criteria detail progressively ascending stages of learning and are never procedural.

Success Criteria will be written in the form of **‘I have...’ statements**. This may be generated by the teacher prior to the lesson or formulated with pupils during the lesson. Success criteria will be shared with pupils through teaching input and on working walls as appropriate.

- 3.4** In addition, a procedural toolkit may also be shared with pupils through teaching input and displayed on the working wall for pupils to refer to during their independent task e.g. how to find a percentage of numbers see **appendix 1**

Extended pieces of writing will have a **‘Writer’s checklist’** **See appendix 2**. The checklist will incorporate features the pupils have been working on in lessons preceding the extended writing piece, and formulated with them. Pupils and staff will use these to assess the features they have managed to incorporate within their work.

#### **4 Types of feedback**

- 4.1** Feedback may be in the form of a **written** or **verbal** response provided by staff, or peer assessment provided by pupils. Feedback must be responsive and where possible take place during the lesson in order to maximise impact. Forms of feedback at Lapal may include:
- 4.2** **Written feedback.** Feedback can be given via **written comments** or using relevant **stamps or stickers**. The teacher needs to use the appropriate stampers to indicate the following: ‘learning objective achieved’ or ‘working towards learning objective’.
- 4.3** **Gap tasks** should be used where necessary to further extend the pupils learning as part of the ‘ebi’ comments or to close any gaps or rectify misconceptions. This enables teaching staff to make an immediate judgement of a pupil’s understanding of the feedback they have received, and actions they have taken to improve their work.
- 4.4** **Verbal Feedback** is indicated using a stamp. This is then accompanied by a word or short statement written by the pupil in order to record the main focus of the conversation. For KS1, a word or symbol will be written next to the stamp by the class teacher or teaching assistant.
- 4.5** **Highlighters** will also be used to show where the pupils have been successful and where they need to improve - **pink** for those aspects that they need to continue to demonstrate and **green** for ‘growth’.
- 4.6** **Peer and Self-reflection.** Pupils should be shown how to assess their own work and thereby take personal responsibility for its success and their own learning. With written work, this may be achieved using colour-coded highlighter pens where the pupils can indicate where they have included an example of the expected outcome of the lesson.

When marking the work, teachers may only need to consider those parts which have already been highlighted by the pupils in order to assess whether the objective for that piece of work has been met.

Pupils will also be encouraged to use highlighters to assess their own and others work in line with the school policy - green for ‘growth’ and ‘pink’ for ‘tickled pink’. Pupils will be expected to self or peer assess using our self/peer-assessment statements outlined in the pupil’s planners to support this.

At the start of the year the teacher and pupils will discuss their role in the process of peer to peer assessment. A peer marking agreement will be displayed within the classroom for staff and pupils to refer to during this assessment process. **See appendix 3**

#### **5. Expectations of feedback**

Feedback given to children is varied throughout each week.

Pupils should be given time during the next lesson to take note of corrections and read written feedback. They should also be given an opportunity to reflect on the comments and ask questions if they are unsure what is required. It is not always necessary for pupils to write out corrections underneath the marked work, but rather an opportunity should be provided in the next piece of work for the pupil to improve, when there is a meaningful context.

## Expectations of feedback

### English - Writing

#### Written and verbal feedback:

- Every child receives feedback, based on the specific knowledge and skills detailed in the success criteria with a **gap task, at least once a week** and **verbal feedback, at least once a week**. A stamp is used in each child's book when they have received such feedback. *See appendix 4.*

#### Extended Writing:

- Written feedback in the form of WWW & EBI should be given to ALL pupils for **every piece** of extended writing ('Big Write'). EBI's may be in the form of a gap task.  
Pink and green highlighters also will be used to acknowledge progress made towards each of the steps on the writer's checklist and within the children's writing to indicate this.

### English – Reading

#### Written and verbal feedback:

- Every child receives feedback, based on the specific knowledge and skills detailed in the success criteria with a **gap task** related to the reading skill and content domain (VIPERS) **at least every 2 weeks**.
- Every child works in a guided group with the class teacher, receiving immediate verbal feedback **at least every 2 weeks**.

### Maths

#### Written and verbal feedback:

- **Each week, a child needs to have a minimum of one gap task and receive verbal feedback** to address misconceptions, consolidate, or extend learning.
- Use of pink and green highlighters, WWW, and EBI will be used where appropriate
- Maths work should be marked with a tick or dot. If there are a significant number of calculations incorrect, do not mark each one with a dot as this may be very demotivating. Write a comment acknowledging the pupil's difficulty in this area and address in the next lesson with the pupil individually.

### Science

- Written feedback, which maybe in the form of a gap task, should be evident **every 2 weeks** or following scientific enquiry.

### Other Curriculum Areas

- Written feedback, which maybe in the form of a gap task, should be evident **every 2 weeks**

### Self/peer feedback

- Used as and when appropriate.

### Stickers and house points

- Used as and when appropriate to celebrate and reward effort and achievement in pupils learning

## **6. Annotations of feedback**

- 6.1** Annotations of feedback should be consistent to avoid confusion when pupils progress through the school. **Appendix 5** sets out an agreed set of annotations for feedback. These are stuck in the front of pupil's school and homework books, and are also on display in the classroom to remind pupils what they mean. Any **written feedback should be in green** in order to contrast in colour to that used by the pupils.
- 6.2** Correction of spellings (SP) should be restricted to two or three and be related to the spelling ability of the pupil, spelling rules or letter families currently being taught, or technical vocabulary which has been made explicit during the lesson.
- 6.3** Correction of errors in punctuation (P) should be restricted to one or two (or to a single paragraph or section where this is a significant issue), related to the ability of the pupil and to individual writing targets.
- 6.4** Written comments should be legible and written in appropriate language that is grammatically correct to enable the pupil to understand and respond to what is required. They should be positive and constructive and indicate what the next step is for the pupil. Repetitive comments should not be evident as this indicates that children are not making progress.
- 6.5** If a member of staff other than the class or set teacher marks the work then this should be initialled in order to indicate a change in teaching staff, following the Expectations of Feedback table above.

## **7 The Role of the Parent**

- 7.1** Primarily through parents' consultation meetings and via our school website, where necessary, parents will be made aware of the way the school assesses and marks pupil's work. Marking practices with which they were familiar may differ from those currently in operation in school (for example, not necessarily every pupil's work being marked each time, or marking against specific criteria). This may result in parents feeling that things have been overlooked (for example, spelling, punctuation, handwriting).
- 7.2** Parents may gain information about the progress of their child from annotations and comments written on their child's work by the teacher. Parents should play an active role in helping their child to achieve targets indicated. This should be discussed with the child and, if necessary, the teacher.

## Appendix 1 – Procedural toolkit

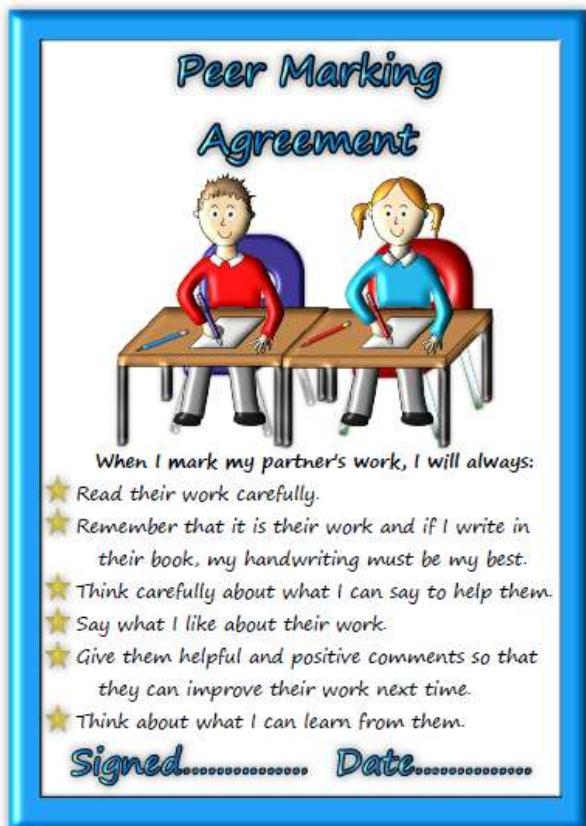
Rounding Decimals		Finding % of amounts	
Example	Toolkit	Example	Toolkit
Rounding to nearest whole number $5.2 \Rightarrow 5$	Whole number - Look @ tenths c. Is the digit greater than 4? (or less 5) Less than 5 STAY Greater than 4 Increase by 1 tenths - Look @ hundredths	17% of £570	① Set out your sum
Rounding to nearest tenth... $4.65 \Rightarrow 4.7$	Is the digit greater than 4? (or less 5) Less than 5 STAY Greater than 4 Increase by 1	$\frac{\$570}{100} = \$5.70$	Find 1% of Total
All other digits greater stay the same	UNLESS	$\begin{array}{r} \$5.70 \times 17 = \\ \hline 0 \quad 5.70 \\ \times \quad 17 \\ \hline 39.90 \\ 57.00 \\ \hline 96.90 \end{array}$	② the value of 1% by the % you are finding ③ method
Round to nearest whole number $99.9 \Rightarrow 100$	If the number in column you are rounding to is <u>at 9</u> ... increase the column to the left!	$\begin{array}{r} \$5.70 \times 10 = \$57.00 \\ \$5.70 \times 7 = \$39.90 \\ \hline \$96.90 \end{array}$	Partitioning method

## Appendix 2 – writer's checklist

Example of writer's checklist

Aim:		
Context:		
Writer's Checklist		
	S	T

## Appendix 3 – Peer Marking Agreement



#### Appendix 4 – Verbal Feedback



#### Appendix 5

## Annotations for marking, self and peer assessment

 or (sp)	<p><b>EYFS and KS1</b> - Spelling mistake underlined and correction written where necessary to inform child of learning point</p> <p><b>Lower KS2</b> - Spelling mistake underlined and correction written by the pupil.</p> <p><b>Upper KS2</b> - Spelling mistake identified in the margin (sp), pupils to identify and correct word independently</p> <p><i>Spellings will be limited to 2/3 per piece of work</i></p> <p><i>Some spellings may be written at teacher's discretion.</i></p>		
	<p><b>EYFS and KS1</b> – punctuation error highlighted in purple and correction written where necessary to inform child of learning point</p> <p><b>Lower KS2</b> - punctuation mistake highlighted and correction made by the pupil.</p> <p><b>Upper KS2</b> - punctuation mistake identified in the margin pupils to identify and correct independently</p>		
C	Capital letter		We had a conversation with you about your work.
^	Missing letter or word		Learning objective achieved
//	New paragraph	GT	Gap task
(F)	Finger space	NS	Next step
S	You had support during the task	WWW	What went well
√	Correct answer	EBI	Even better if
.	Incorrect answer		Green for growth (areas for development)
HP	House point		Tickled pink (continue to do)
Stamps	A variety of stamps used appropriately. Stamps indicating ~ Independent/Teacher supported/Teaching assistant supported		