

Title: Feedback Policy

Introduction

Buckingham Park Church of England Combined School is a Voluntary Aided School serving the whole community. We aim to provide the highest quality all round education, for each and every child, in partnership with parents, within the context of a Christian community. In short, 'Excellence, through God who strengthens us'.

Our curriculum policies are set to ensure that we meet our learning aims:

- Each child makes sustained progress as a result of outstanding, motivating and inspirational teaching.
- The teaching of reading, writing, communication and mathematics is exceptional and each child makes excellent progress.
- Teachers plan challenging and enjoyable tasks based on accurate assessment of pupils' prior skills, knowledge and understanding – supported by an outstanding, creative curriculum.
- Learning across the entire curriculum is highly valued and each subject and area of learning is treated as significant.

Why do we mark and feedback on pupils' work?

- To check and assess pupils' responses to learning tasks, to check children's attainment and progress
- To make decisions about what needs to happen next (in terms of planning, for that child's learning, for interventions and so on)
- To acknowledge and value children's efforts

Principles

Marking and Feedback should:

- Be **meaningful**: marking varies by age group, subject, and what works best for the pupil and teacher in relation to any particular piece of work. Teachers are encouraged to adjust their approach as necessary and trusted to incorporate the outcomes into subsequent planning and teaching.
- Be **manageable**: marking practice is proportionate and considers the frequency and complexity of written feedback, as well as the cost and time-effectiveness of marking in relation to the overall workload of teachers.
- Be **motivating**: Marking should help to motivate pupils to progress. This does not mean always writing in-depth comments or being universally positive: sometimes short, challenging comments or oral feedback are more effective. If the teacher is doing more work than their pupils, this can become a disincentive for pupils to accept challenges and take responsibility for improving their work.

Within a lesson

The procedure assumes that during every lesson, the teacher will be working with one (or two) focus groups (for example, a guided writing group). A teaching assistant may also be working with a group (or individual). Although there may be exceptions, the 'normal' expectation is that adults will be working with focus groups.

- There is no requirement for children to write a learning objective for each piece of work (this does not mean that there shouldn't be one, or that children shouldn't know what it is).
- Whenever a new piece of work is undertaken in a workbook, a simple 'stick man' is drawn at the top right hand corner. This shows the following:
 - Purple stick man – drawn by teacher if he or she is working with that child (or as part of a group)
 - Blue stick man - drawn by teaching assistant if he or she is working with that child (or as part of a group)
 - Green stick man - drawn by child if he or she is working independently of an adult
- In guided sessions, or at other times when an adult is working with a child, or group of children then the following guidelines apply.
 - Correct colour stick man at top of work
 - Always use correct colour when annotating
 - If supporting a child, write directly into book in the correct colour
 - It is assumed that you are providing verbal support throughout the session – you do not need to record this!
 - For simple corrections, use the correct colour pen
 - No requirement to write anything at the end of the piece of work
 - At the end of the session, or the end of the support, the adult should put their initials (in correct colour)
 - If a child is working independently and there is peer marking – this should be undertaken in green pen and the initials of the 'marker' placed in the book

Book Checking

- Children who worked in a guided group with the teacher, indicated by the purple stickman at top of the page and the teacher's initials at the bottom, do not need to have their books checked. The teacher already understands that child's attainment, progress and next steps.
- The books of children who have not worked with the teacher will need to be checked by the teacher.
- There is no expectation that teachers should make long written comments on the work. The teacher should quickly check the work and decide whether it meets the expectation, does not meet the expectation or exceeds the expectation.
- The book check should be recorded in the following ways:
 - If the outcome is as expected for the learning objective, the teacher checks the books and acknowledges the child's work and efforts with a stamp in the book in any colour other than purple.
 - If the outcome is as expected but with minor errors, the teacher corrects the error and acknowledges with a stamp in any colour other than purple.
 - If the outcome is not as expected, the teacher acknowledges with a purple stamp to acknowledge the effort the child has made. The teacher then makes a note of this on the 'Distance Marking Sheet'.
 - Particularly fabulous bits may be highlighted in yellow

The Distance Marking Sheet (DM Sheet)

The distance marking sheet is where the teacher makes a quick note of what they need to do differently with that child next time. This may include any of the following (but this is not an exhaustive list):

- The child works in a guided group next session
- The child requires an additional resource
- The child needs an additional challenge
- The child needs to work in a different group

Although the DM sheet is only for teacher notes, the DM sheets should be retained in a file for evidence and so that they can be referred to for future planning.

Quick Glance Guide – Working in Books

Guided Groups – Working with a teacher



A purple 'stick man' placed at the top of a piece of work indicates that the pupil is working with a teacher in a guided group

During the session, the teacher may annotate pupils' books to reflect their intervention where appropriate

Annotations will reflect intervention at the point of learning and may take the form of modelling, prompting, correcting etc. Annotations should not be extensive or contrived but succinct, clear and relevant, thus having impact of that pupil's performance

Teachers should always write in purple ink and always write their initials to show where the session finished.

Guided Groups – Working with a Teaching Assistant



A blue 'stick man' placed at the top of a piece of work indicates that the pupil is working with a teaching assistant in a guided group

During the session, the teaching assistant may annotate pupils' books to reflect their intervention where appropriate

Annotations will reflect intervention at the point of learning and may take the form of modelling, prompting, correcting etc. Annotations should not be extensive or contrived but succinct, clear and relevant, thus having impact of that pupil's performance

Teaching assistants should always write in blue ink and always write their initials to show where the session finished.

Working Independently



A green 'stick man' placed at the top of a piece of work, by a pupil, indicates that the pupil is working independently of an adult. The pupil could be working alone, with a partner or as part of a group (but not with an adult)

All pupils working independently will have their books checked after the lesson

If a pupil is clearly finding their work too challenging, an adult may ask them to join a guided group. A purple or blue 'stick man' will be added from the point that the child starts working with an adult. In this case the adult would annotate work as above

If a child is 'peer marking' or 'peer assessing' another child's work, he or she should use a green pen and add his or her name

Quick Glance Guide – Distance Marking

Minor Corrections

Minor corrections – A teacher uses purple ink to make minor corrections for the following:

An error that is otherwise used correctly by that pupil throughout the work or in a previous piece of independent work e.g. missed punctuation

A transcription error e.g. a capital letter in the wrong place, reversed number or 't' not crossed etc

An incorrect answer amongst a range of correct ones, where the adult believes that the pupil has the understanding despite the minor error e.g. a calculation error

An odd spelling mistake that should be within the pupil's expected realm of spelling capability

A child should see a minor correction and think 'Oh yes, I missed that!' rather than, 'I didn't know that!'

Pupils who have met the learning objective and outcomes have met the teacher's expectations



Just stamp their work with a non-purple stamp and move on!

Pupils who have met the learning objective and outcomes have met the teacher's expectations but they have a few minor corrections



Make any necessary minor corrections in purple ink and stamp their work with a non-purple stamp and move on!

Pupils have exceeded your expectations and you really want to give them feedback



Make a note on your DM sheet and give a purple stamp to show that adult feedback is coming!

Pupils have not met your expectation and have not met the learning objective



Make a note on your DM sheet and give a purple stamp to show that adult feedback is coming!

Highlighting good elements of pupils' work

Adults can use a **yellow highlighted pen** to highlight specific elements of a pupil's work that are particularly impressive e.g. a particular calculation, idea, word or phrase.

The adult may stick on a gold star, showing that a merit has been awarded. The child will then be able to choose from a range of stickers to add the merit to their personal merit chart.

