

Feedback and Response Policy

Required Review Frequency	Every 2 years
Next Review Due:	May 2024
Committee Responsible:	Curriculum & Standards Committee
Document Location	School

Version	Approved By	Date of Approval	Key Changes
1 FGB	ECP	19/5/2021	Newly developed policy adapted with
	19/3/2021	recommendations from staff.	







Assessment for Learning: Feedback and Response Guidance

Rationale:

'The most powerful single modification that enhances achievement is feedback. The simplest prescription for improving education must be 'dollops of feedback.' – John Hattie, Influences on student learning.

Education research provides conclusive evidence that the quality of feedback in learning plays a key role in ensuring pupils make good progress and learn well. However feedback in itself will make little impact on learning unless it is actionable, specific and given in a helpful way. A school wide culture of giving receiving and acting upon feedback promotes resilience, builds confidence and enables pupils to develop a 'growth mindset.'

The examples in the guide below are designed to offer practical advice for staff at our school in creating a culture where feedback is at the heart of teaching and learning.

The Shape of Feedback:

In all curriculum lessons feedback may be developed in different ways:

English Feedback:

Lesson structure to support timely feedback and help teachers and children respond to writing development.

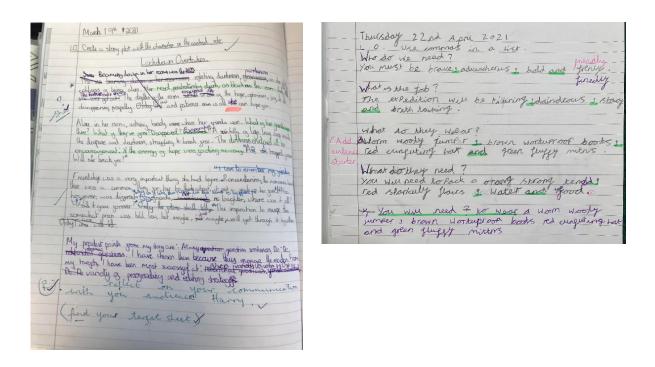
Lesson/Planning/Feedback Loop: Review -> Teaching and Learning -> Plenary [End]

End -> Reflect -> Plan Next -> [relevant, individual response feedback] -> Review [whole class]

Review session: Please use the first part of Beginning of a lesson supports a whole class area of misconception, development or mastery. Orientates the class around the prior learning and ready to practise, refine or develop i.e, move on.

Peer and/or self-reflection: Prompted by key questioning and supported by peer talk and possibly whole class/group explanation to wider peers.

Purple pens: for actioning feedback, editing, revisions as well as self/peer feedback comments.

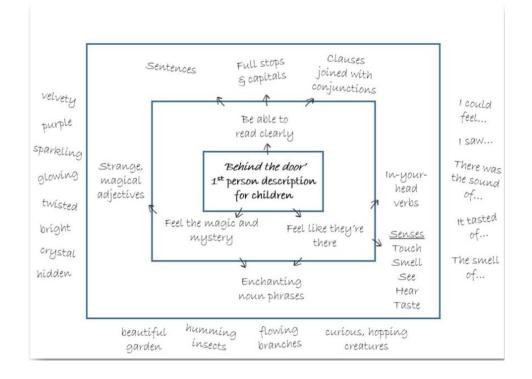


Learning objective: Directly summarises the knowledge, understanding or skills. Is transferable to other topics or units. Drawn from the year group National Curriculum expectations in English.

Examples of learning (objectives) then applied to specify curricular purposes.

Write a first person recount. Create and write a short story. Make predictions from implied details. Use the text to ask questions and develop understanding. Develop a narrative consistent with author intent. Draft an action opening written in third person objective. Use semi colon to connect clauses. Write a poem that conveys atmosphere and the passing of time. Write in past, present and future tense. Identify and discuss themes.

Successful outcomes: Using windows of success to link the purpose, audience and explicit composition as well as pertinent grammatical knowledge and skills. Purpose as a writer drives the reason for writing: persuade, inform, entertain, discuss. Purpose drives the grammatical content – both new and previously learned. Audience gives meaning to the writing and offers the opportunity to share writing including orally.



Feedback and timely responses constructed using the above points.

Explicit teaching and correction is most impactful as certain points of the teaching sequence: the tryit and use-it phases in particular.

Grammar skills taught and modelled are refined. Using the core text or other models of excellence. Grammar forms the basis of the writer's toolkit and need to be used efficiently and effectively to promote the purpose and connect with the audience. Grammar is always within the context of the taught content and is constructed in phrases, clauses or sentences: a disjoined grammar skill alone will not progress the child's approach to purpose, composition and regard for their audience.

Green highlighting a small number of successful elements that link directly to the learning outcome and agreed success points. GREEN MEAN SUCCESS

The lesson objective will also be ticked in Green.

ridou 19th March 2021 Thursday 22rd April 2021 L.0. Use commot in a list. Who do we need for must be braves advertherus s bold and Gents what is the tob? The expedition were be taken and breth taiking. what do they watar? EAdd Andorm woody junker 1 brown workner oof boots: surtene red sunguting bot and green furgy mins. What dothey need ? You will need to Pack a otong strong tends red starkuly floirs is water and good a - You will need 2 to wear a worm wooly sumper a brown workuptoon books red ourguting has

Pink highlighting a small number of connected errors or areas of improvement that link directly to the learning outcome and agree success points. PINK MEAN THINK AND RESPOND.

hadn't got a baladava, the baladava, In This group didn't exist, then I wouldn't esely in this pickle.

Pink highlighting or multiple highlighting that would require a longer explanation by the teacher: write a code (1), (2), (3) in the child's book. Display the response detail on the board, this could then be used as part of the review session of the next day. **Example**:

[1] Revise your draft by using a wider range of subordinating conjunctions. The conjunctions and/but have been used well. Now revise your draft to include or/or/so.

[2] Revise your draft by replacing the highlighted verbs with a more precise form e.g., mumbled, chocked, gurgled, grunted.

Areas to feedback that gain a response (R) from children include:

- o Adherence to the purpose
- o Composition for the audience and enable the writing to be effective
- o Grammar

Presented as pink highlighting and an individual comment to children.

Spelling (sp) symbol

Spelling improved by focussed feedback and response e.g., key/high frequency words; spelling pattern; theme/unit specific vocabulary

Prusent: . When I woke up I asked my pelly are we going what Today I woke up and I brused may teeth I washed my gave and I got dresed I whose went down the for my gale and I get dressed I where went down the 1 and I brushed my hear and had breckenster god a lunche redy ready and I ran aut of the house each and hept and had specteust I god of the lar. h di

Punctuation O symbol – placed in the position requiring the correction or in the margin.

Useful standard symbols such as ^ // ... for editing

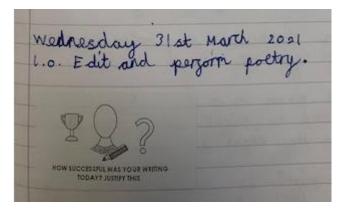
Codes such as (V), (G), (S), (I) are useful for some teachers, teaching assistants and for assessment purposes – use is optional.

Once a week: Teacher needs to provide written feedback using these guidelines and provide the child with times to complete the expected response and progress their learning.

End of sequence writing: All reflections now are on the successful composition for purpose and sharing with the intended audience. Now is the time to reflect as a teaching on future development. It can also be useful to identify timely support and intervention. Less useful is heavy highlighting and written feedback.

End of sequence reflection on themselves as a writer: Select and model the use of a reflection that helps develop the children as reflective writers.

Reflection prompt and sentence stems to elicit response help the focus on continued improvement as part of the final writing outcome. Also be used (judiciously) at one or two other points, for example after use-it shorter burst writing practice.



I want the reader to see pround because I've right my best. I also want the reader to see for Hope when she her bird but hoppy sorthope for because she got her pland Lack

Teacher acknowledges the child as a writer in a simple way - tick, smiley, 'thank you'

2.6" March 2021 we prem by on English poel (William Works th) I Wanderd Lonely as a Cloud By William Wordsworth (Adapted by Emma) as a cloud, high o'er vales and fills hat once I row a courd g golden dagedils; The lake, benlidh the tray ing in the he as the stars that shine on the milky way statched in never-endin pin of a bac saw I at a eds in sprightly beside them danced; but the ted the sparkling waves in could not but be gay. In such a journed company, I gaved - and gaved - but little throught, What wealth the show to me had brough

The ballyinge that?	The impart the tealst by understanding
Greeked how botting i	these imparts the health by undistanding live as a regiser and they hill god
×2?	
NOW DO TOU WANT THE READER TO HEL WHEN THEY READ YOUR WEETING? WHEY	

Maths feedback:

Feedback marking in Maths should include:

Lesson structure to support timely feedback and help teachers and children respond to writing development.

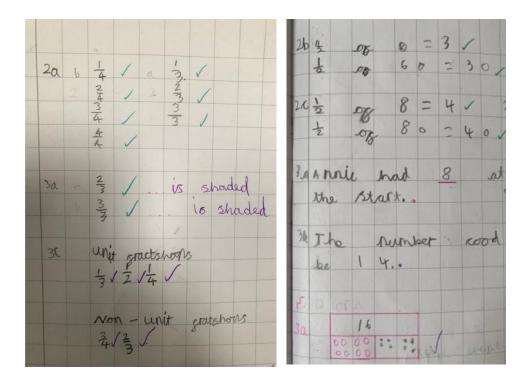
- Review
 - Beginning of a lesson supports a whole class area of misconception, development or mastery
 - Orientates the class around the prior learning and ready to practise, refine or develop (move on)

Big Maths CLIC	Review	Explore	Independent work
5 mins	5 mins	10 mins	20 mins

 Peer and/or self-reflection prompted by key questioning and supported by peer talk and possibly whole class/group explanation to wider peers Purple pens are options to make changes to their work.

- GREEN MEAN SUCCESS. If it is felt that the learning objective has been achieved then this should be ticked.
- Pink dots are used when there is a mistake not crosses. PINK MEAN THINK AND RESPOND.

Children will respond in Maths either as part of the above review session or as part of their own individual follow up and feedback, when deemed necessary. This will be signified as next steps as pink.



If children are self-marking teachers will still need to tick the learning objective to show that it has been achieved.

Next step questions may be posed when required to do so to advance children's learning on.

Children may compose learning comments as part of their self or peer assessment work.

50 :0.5 100 45 0. -21 A converting grachlone is when decisions you always need to remember to a or - the gracion together CI Lhink). This lesson helped ne remember 0. 2 = 1 and other fractions when you down for example another flactions cal 0 0 8= 10

Feedback in Foundation subjects.

• Green highlighting to a small number of successful elements that link directly to the learning outcome and agreed success points. GREEN MEAN SUCCESS. The lesson objective will be ticked if it has been achieved.

On some occasions children may be asked to reflect on a piece of work that has been developed through question prompts similar to that which are used in Writing.

•If required Pink highlighting a small number of connected errors or areas of improvement that link directly to the learning outcome and agree success points. PINK MEAN THINK AND RESPOND.

Tapic - Geography focus Lo -To governingate the topography of India	to the equator and also used to be part of Packistah until they split into two digenost country. I rais this mostly low level lind.
 Cey learning an skills I. To describe the physics of geography of India. Including key topographical features. Cequator - an imaginary line around the middle of the planet. It is halfway between the North Pole and the South Pole. 	Abarresday 30° September 2020 Fol. Of answer the Big Question? A brave change maker is someone & who sights for greaten like Martin Luther King becalike the got himself into prison thirty times for Civil rights in America. I believe that I mily Davison is a prave, change maker because the tisoched disobility the rules to get the notes * for Vernon Wernen, Women.
STUDIE STORE	6:10:20 Tuesday 6 October 2020 pic - History facus -To be able to explain why Britain had an empire learning and shills d relevant sources of evidence a subscript providence a subscript provid

Updated May 2021