



## 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	19/5/2021	Newly developed policy adapted with 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.



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

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

Thursday 22nd April 2021

L.O Use commas in a list.

Who do we need?

You must be brave, adventurous, bold and friendly.

What is the job?

The expedition will be exploring dangerous, strong and breathtaking.

What do they wear?

Worm woolly jumper, brown workproof boots, red conjuncting hat and green fluffy mittens.

What do they need?

You will need to pack a strong, strong, strong, red sharklike flairs, water and food.

You will need 2 to wear a worm woolly jumper, brown workproof boots, red conjuncting hat and green fluffy mittens.

[illegible]

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.

Q 10. If, if, if. Then

✓ To Tony and Barry hadn't got a baladawa, <sup>if</sup> I hadn't stolen the baladawa, <sup>if</sup> this group didn't exist, then I wouldn't of got myself in this pickle.

✓ 2 more eggs ✓

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.

[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.

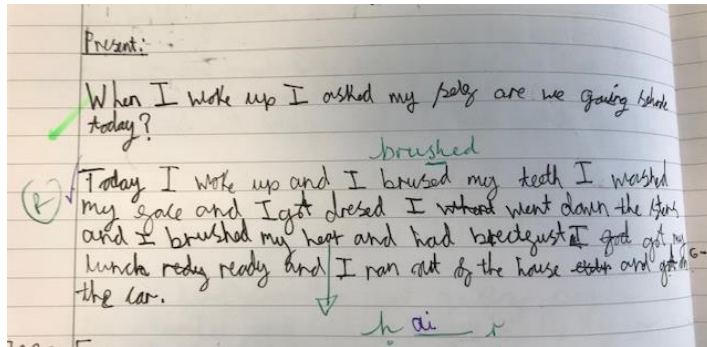
**Areas to feedback** that gain a response (R) from children include:

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



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

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

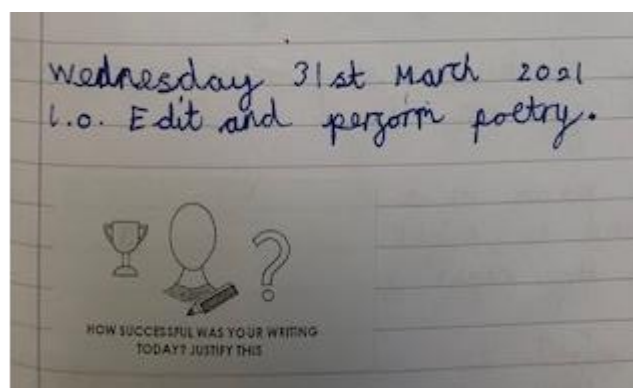
Codes such as (V), (G), (S), (I) are useful for some teachers, teaching assistants and for assessment purposes – use is optional.

**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.**

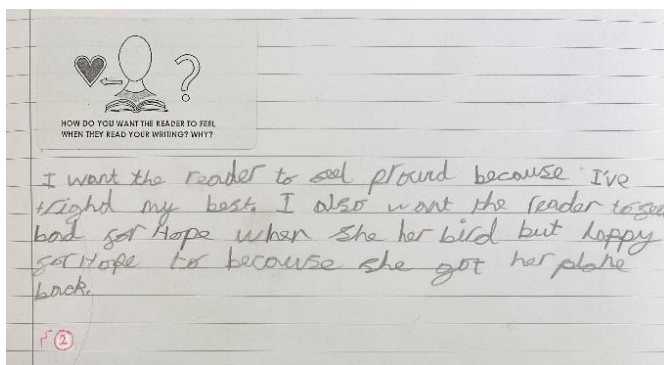
**End of sequence writing:** All reflections now are on the successful composition for purpose and sharing with the intended audience. Now is the time to reflect as a teaching on future development. It can also be useful to identify timely support and intervention. Less useful is heavy highlighting and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

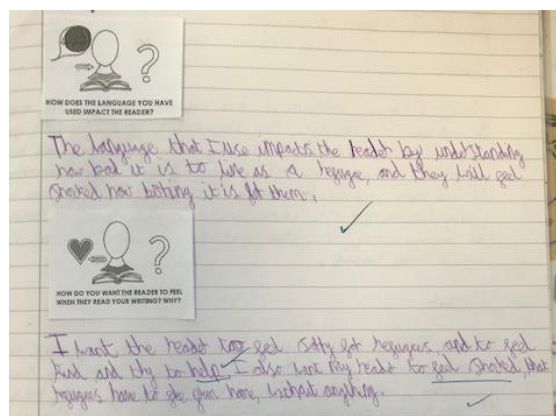
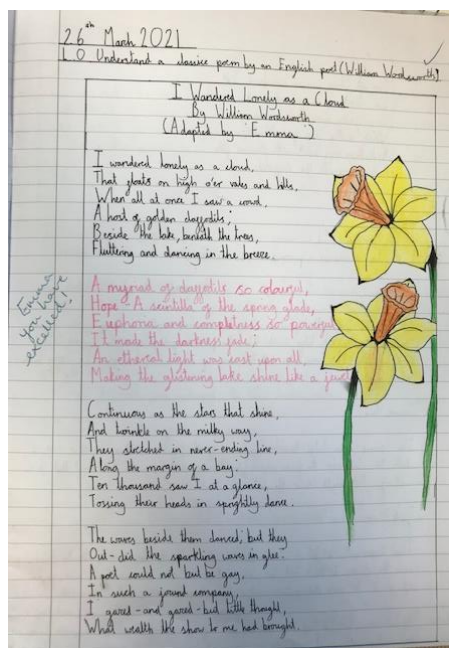
Reflection prompt and sentence stems to elicit response help the focus on continued improvement as part of the final writing outcome. Also be used (judiciously) at one or two other points, for example after use-it shorter burst writing practice.







Teacher acknowledges the child as a writer in a simple way – tick, smiley, ‘thank you’



## 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)

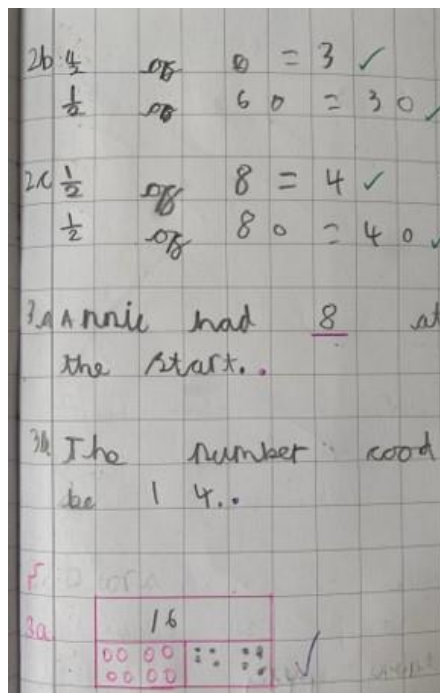
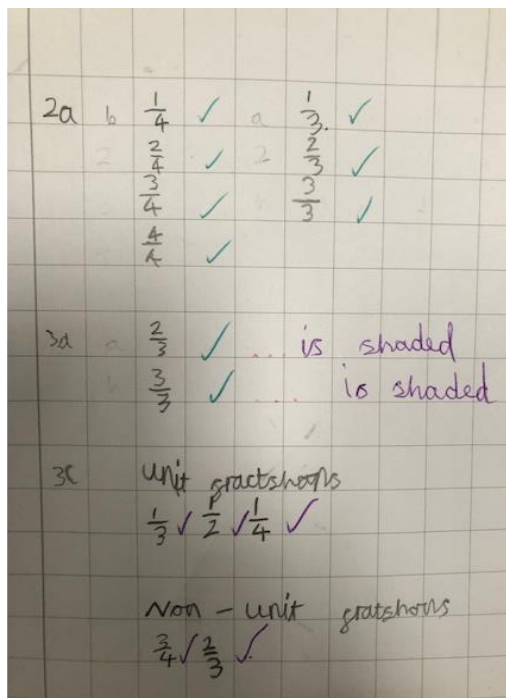
<b>Big Maths CLIC</b>	<b>Review</b>	<b>Explore</b>	<b>Independent work</b>
<b>5 mins</b>	<b>5 mins</b>	<b>10 mins</b>	<b>20 mins</b>

- 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.

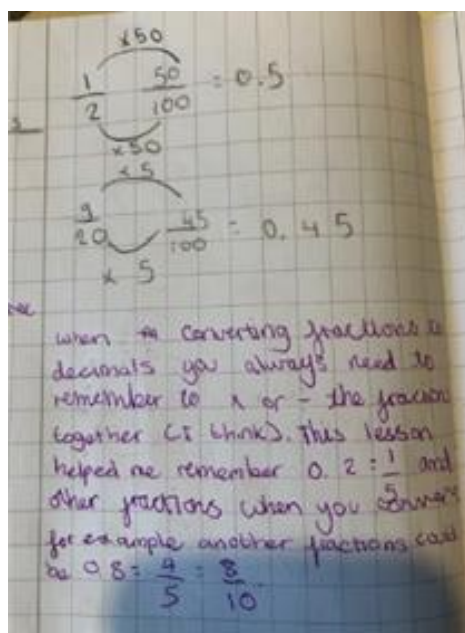
Children will respond in Maths either as part of the above review session or as part of their own individual follow up and feedback, when deemed necessary. This will be signified as next steps as pink.



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.

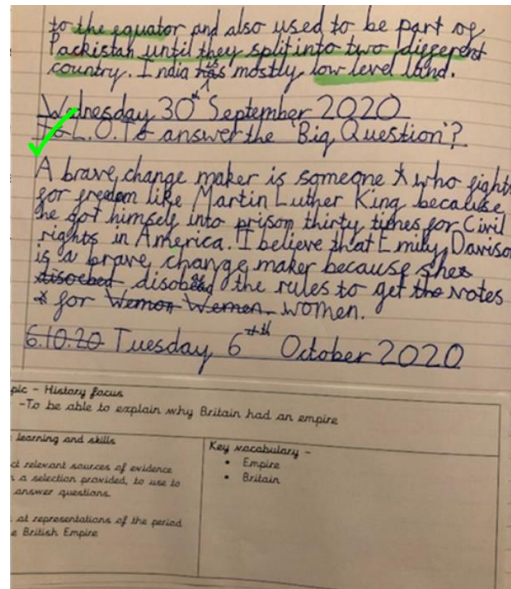
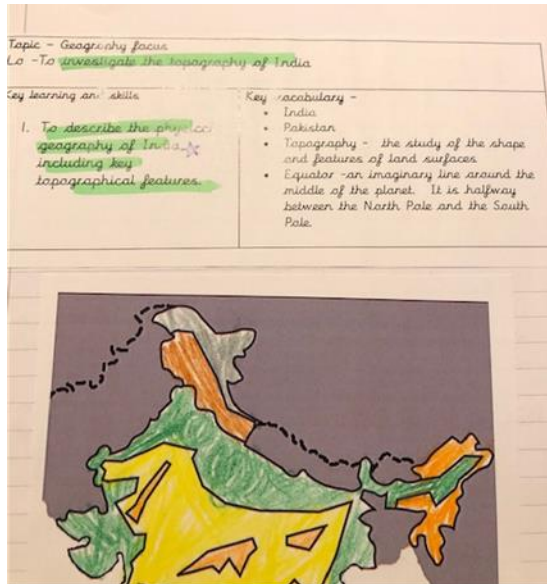


## Feedback in Foundation subjects.

- 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.



Updated May 2021