

Feedback Policy 2021-22

(Reviewed and updated September 2021)

Introduction

At Westfield Primary Academy, we believe that the sole purpose of feedback should move a child's learning on in one of three ways by:

- 1. Addressing a misunderstanding**
- 2. Reinforcing a skill or key piece of information**
- 3. Extending a child's understanding or ability to do something**

12 Principles of Feedback at Westfield

- 1) Wherever possible, children should be involved in feedback and marking practices encouraging a dialogue for learning between children and adults to assess and check understanding and promote their metacognition.
- 2) All adults working with children should give feedback on their learning
- 3) The manner in which feedback is given should reflect the positive, but rigorous, learning culture of the school
- 4) Feedback may be written and/or oral
- 5) It may be immediate or reflective (ie. working with the child or marked away from the child)
- 6) Children should be given opportunities to respond to marking and feedback as soon as possible after it has been given
- 7) Feedback identifies where, how and why children have been successful in their learning and highlights areas for improvement or extra challenge
- 8) Feedback and marking should predominantly focus on the learning objective (TGBA), success criteria and differentiated expectations. However, spelling, grammar and presentation should also be commented on, as appropriate, according to the children's levels
- 9) It should also take into account a child's next steps and their progress towards these
- 10) Feedback will and promote **resilience and independence** in learning
- 11) There should be a consistent approach to feedback and marking across the school
- 12) Feedback and marking should be manageable for teachers

Expectations

- Every lesson is determined by a TGBA (To Get Better At:) which is shared with pupils and recorded in books.
- The TGBA is highlighted green or amber to reflect a child's progress in the lesson. This can be part highlighted.
- Errors and misconceptions are highlighted amber and pupils are encouraged to self-correct.
- Pupils will always respond to feedback, whether live or after the lesson. It should be clear that feedback has been given by an indication in books.
- Purple pen will be used by the pupils during explicit editing sessions, but pupils are not expected to change to using a purple pen if responding to live feedback, although it should be clear how work has developed as a result of feedback e.g. VF in margin at point of conversation, comment to pupil etc.
- Marking should be against the TGBA, however, ongoing errors/misconceptions e.g. spellings, or grammar are underlined in green pen by the class teacher as a prompt for pupil editing.
- Professional judgement is used to determine how much secretarial marking is required. Individual pupils' strengths, areas for development and the context of the learning should be considered when making such judgements.
- Steps to Success/checklists/knowledge notes are referenced in the teaching sequence and pupils should be able to access these in their independent learning.

Frequency of Written Feedback and Monitoring of Impact

English and Mathematics books are monitored on a half termly basis. Wider Curriculum books are monitored on a termly basis. Monitoring will focus on the progress that children are making, ensuring that feedback is:

- 1. Addressing a misunderstanding**
- 2. Reinforcing a skill or key piece of information**
- 3. Extending a child's understanding or ability to do something**

Therefore, there is no set expectation about the frequency of marking. Instead the focus is on impact. Teachers are expected to use their professional judgement with regards to the frequency and depth of marking. Subject leaders will offer feedback

to teachers following monitoring and pupil book studies and this monitoring will support our ongoing CPD.

Appendix A – marking codes

VF	Verbal Feedback. There has been verbal dialogue about the work between the child and the teacher, adult to initial.
I	Independent work completed by the child – indicated following a supported piece of work.
S	Support given.
GG (LSA) (CT)	Guided group work with the LSA or CT
PT	Targetted post or pre teaching intervention work with adult either small group or 1:1.
Aa	Capital letter missing
Sp	Spelling errors. Children may be encouraged to seek the correct spelling independently. Common exception words are identified by the class teacher, written out and children practise these three times
Gr	Grammatical Error
RTQ	Read the Question
○	Indicates missing punctuation



Examples:

Avoid - Well done or Good work

Instead: 'You have used powerful adjectives to create a clear and vivid picture of the character for your reader.'

Avoid: Why? Add more details

Instead: 'Can you find another piece of evidence or fact to prove to me how you know France is a temperate climate?'

Appendix B-Self & Peer Evaluation Prompts

These prompts should be modelled, taught and may be displayed in the classroom or on table cards until the children are confident in using them in either verbal or written feedback with their peers.

I liked the way you...	I learned...
I think...	I never knew...
I discovered...	I was surprised...
I still wonder...	I have learnt....
Next time you could...	I now know.....
I found..... difficult because.....	The best example of is
..... is effective because.....	You could make your work better by
Have you thought about.....?	If we look at the success criteria we can...

Peer Marking Agreement

Our agreement on marking partnerships – We decided that there are some rules we all need to keep. When we become marking partners we all agree to:

- **Respect** our partner's work because they have done their best and so their work should be valued
- **Try to see** how they have tackled the TGBA and only try to improve things that are to do with the TGBA
- **Tell** our partner the good things we see in their work.
- **Listen** to our partner's advice because we are trying to help each other do better in our work
- **Look for** a way to help our partner achieve the TGBA better by giving them an improvement suggestion
- Try to make our suggestions **positive** and as **clear** as possible.
- Get our partner to **talk** about what they tried to achieve in their work.
- **Be fair** to our partner. We will not talk about their work behind their backs because we wouldn't like them to do it to us and it wouldn't be fair.