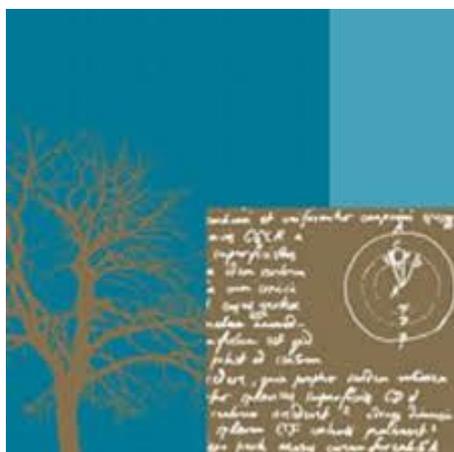


Woodnewton- a learning community

Feedback Policy



Approved by: Governance 22/9/2020

Last reviewed on: 1/9/2021

Next review due by: 1/9/2022

Date: 01/09/2021

Woodnewton- a learning community Feedback Policy

Woodnewton- a learning community is committed to providing relevant and timely feedback - this feedback can be verbal or written, or can be given through tests or via digital technology. It can come from a teacher or someone taking a teaching role, or from peers (peer tutoring). This purpose of this policy is to ensure there is a consistent approach to marking and feedback across the Academy and to ensure the involvement of pupils in extending their own learning.

Aims

-  Provide effective feedback in relation to the pupil's performance relative to learning goals or outcomes resulting in an improvement in their learning.
-  To create ongoing conversation between pupil and adult which will accelerate progress.
-  The feedback will redirect or refocus the pupil's actions to achieve a goal, by aligning effort and activity with an outcome.
-  To show we value the pupils' work, motivating them to produce high-quality work.
-  To raise pupils' self-esteem through praise for what they do well and encourage them to raise their aspirations.
-  To gauge the pupils' understanding and identify any misconceptions.
-  To demonstrate what the pupils' strengths are and how they can improve their work in the future through timely and high-quality feedback.
-  To create an ethos where mistakes are acceptable if learning allows pupils to remedy them.
-  To embed opportunities for the pupil to learn how to assess their own work critically to create independence in learning and responsibility for their own improvements.
-  To embed opportunities for pupils to assess each other's work identifying strengths and areas for improvement by which they can reinforce their own learning and learn the art of constructive criticism.
-  To create challenging but achievable targets for improvement.
-  To provide a basis for summative and formative assessment.
-  To provide a basis for lesson planning.
-  To establish a consistent approach to marking against specific learning criteria so that pupils understand how their work is marked.

Principles of Feedback

Feedback should:

-  Be manageable, for staff and pupils, meaningful and motivational.
-  Be at the pupil's level of comprehension.
-  On occasions be given verbally.
-  Be given promptly and regularly.
-  Give recognition to effort and achievement noting improvements made.
-  Be a process which should directly engage the pupil, either orally or through written response.
-  Give clear strategies for improvement, focussing on one or two areas at a time which link into the learning outcomes or learning targets for the pupil (which may be cross curricular).
-  Promote pupils' self-assessment, linking marking and feedback into the wider process of engaging the pupil in their own learning.
-  Provide information to teachers on the success of the teaching and inform planning both within the lesson and within subsequent lessons.
-  Provide information to the teacher regarding pupil progress.
-  Be given by any adult with whom the pupil is working.
-  Be given by a peer as part of the learning process.

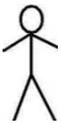
 Positively affect the pupil's progress and learning outcomes.

NB: Time should be given for pupils to consider written feedback and for them to respond to it.

Feedback Process

Before a piece of work is undertaken, pupils should be clear about what is going to be assessed. There should be a clear learning outcome (written or printed at the beginning of each lesson) with steps to success, which enables the adults and pupils to feedback effectively against the steps to success. Teachers are engaged in on-going assessment throughout lessons and will intervene whenever pupils need support or redirection, either as individuals or as a group.

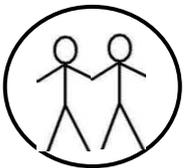
When a pupil is working independently within a lesson and will receive feedback during/after the lesson, the work is annotated in the margin, by the pupil, with one stick figure.



When a pupil is working closely with an adult within the lesson and is receiving ongoing feedback whilst completing the work, it is annotated in the margin, by the pupil, with two stick figures.



When a pupil is working with a peer within the lesson and is receiving feedback from their peer whilst completing the work, it is annotated in the margin, by the pupil, with two circled stick figures.



If during a lesson a pupil moves from group to independent or independent to group work then the appropriate stickman annotation is placed in the margin at the point of change.

Feedback

Feedback is designed to bring about an improvement in the learner's performance and achievement. Overall, it must provide the learner with specific advice on how to improve their performance.

The most important thing to consider is the **impact** of the feedback. The feedback needs to ensure that it has caused thinking to take place. Regardless of how the feedback is given, what matters is the **content** of the feedback and the **timing**. The more immediate the feedback, the better. Live marking lends itself to this.

Cognitive Feedback

Cognitive feedback is feedback, provided through prompts, cues and questions that helps pupils reflect on their learning process. This feedback forms part of the verbal and live feedback process. As pupils progress from Early Years to Year 6, feedback given will aim to develop these key skills; metacognitive strategies, promoting self-regulated learners and developing a culture of self-efficacy.

The main forms of feedback which will be used are as follows:

Verbal Feedback

Direct discussion with the pupil about the work being completed is part of our Teaching and Learning culture within classrooms which takes place during the lesson (annotated with two stick figures at the point this takes place if further support is needed).

- For example, in Maths books, if you spot a misconception, in pink ink a correct example would be modelled next to two stick figures for pupils to follow.

The work following the verbal feedback should show an improvement. It is understood that verbal feedback happens regularly throughout every lesson and therefore a code (for example VF) is not needed.

Peer and Self- Assessment

Peer and self- assessment is to be used at the end of a task/lesson (when appropriate).

- Pupils need to be trained on how to assess work against the learning outcome/steps to success.
- Peer and self-assessment steps to success slips need to be adapted to reflect the learning that should have taken place in that learning experience, not just generic statements of what went well and what didn't.
- The Academy values and key skills need to be regularly reflected on peer and self-assessment slips

Peer assessment slips should be printed with pink font and filled out using purple pen.

Self-assessment slips should be printed with green font and filled out using purple pen.

Where necessary, children will indicate if they have undertaken self-assessment by writing the code SA on the correct page in their books and peer assessment by writing the code PA on the correct page in their books.

Live Feedback

Live feedback is to take place in every lesson, maximising pupil learning opportunities in addition to minimising workload for teachers outside of the lesson. The teacher would provide this type of feedback alongside the pupil.

- Pupils will need to be made aware that when live feedback is given, the work they have produced will be given annotations completed by the teacher to help them improve further.
- Work is highlighted in green to show where a pupil has produced good work that is helping them achieve their learning outcome or meet the steps to success.
- In all lessons apart from longer Write Stuff sessions, highlight an incorrect single answer/word in pink or use a pink * at the beginning and end of a sentence that a pupil needs to reflect on and improve. If necessary, when the mistake/incorrect answer is not obvious a short comment should be written in pink ink linking to what has been highlighted in pink, directing pupils to improve/reflect on their work. E.g complete correction/ re-write with correct punctuation/ check spelling. Pupils should always respond to feedback using purple pen.
- If the learning outcome has been achieved the learning outcome is highlighted in green and a dojo point is awarded if appropriate. If the learning outcome has not been met it will be highlighted in pink, if it has been partially met it will be highlighted in orange and if it has been exceeded the learning outcome will be highlighted in purple.
- In any subject, a challenge/extension can be given in pink where the pupil has fully met the learning outcome (where appropriate). These need to encourage pupils to use and apply the skill they have been learning rather than just ask them to do more of the same e.g. with bigger numbers. If a pupil

has not met the learning outcome, a target should be given using a **pink #** followed by a short comment in **pink ink**. E.g number formation/ finger spaces/ handwriting.

- If a pupil has achieved a personal target (previously a **pink #**) from a prior lesson, acknowledge this with a **green #** and a short comment in **green ink** identifying what they have achieved. E.g. number formation/ finger spaces / handwriting.

In Depth Feedback

In depth feedback is the only type of feedback that needs to be completed outside of the learning experience/lesson.

- In Writing, after a independent write (1 x per 3 week unit), The Write Stuff marking model should be followed to aid editing. (E1=revise, E2=re-write, E3=re-imagined.)
 - E1 will focus on previously learnt key skills such as spelling, punctuation, missing/additional words etc. You will need to have outlined what the key skills are before the lesson is undertaken (maximum of 3).
 - E2 will focus on sections which need to be re-written. A **pink *** will be used at the beginning of the sentence and **pink *** at the end of the sentence that needs to be re-written.
 - E3 will focus on how the work can be added to. A **pink ^** will be used to signal where more needs to be added in the sentence.

In pink ink each pupil will receive a total number of edits linking to E1, E2 and E3. The pupils will need to identify their E1 corrections independently as they will not be signalled with a pink highlight, supporting staff workload. (They may have more than the total given but an expectation for each needs to be set based on individual pupil ability. E.g. E1=5 E2=2 E3=3.)

(Pupils should always complete their edits in purple pen during an editing stations session (1 per 3 week Write Stuff unit) after editing has been modelled using work that isn't from the class. There should be 5 stations (tables) focusing on each of the three key skills (E1), 1 re-write (E2) and 1 re-imagine (E3)).

Time should be set aside regularly during the week for pupils to absorb and respond to any pink highlights/comments.

Pupil Absence

If a pupil is absent, the learning outcome, date and absent should be written on the next clean page of their book to signal that the pupil was not present.