

Feedback Policy

September 2022

1 Introduction

- 1.1 At Lapal we believe that effective feedback provides information to improve teaching and learning. We give our pupils regular feedback on their learning so that they understand what it is that they need to do to improve and make progress. We believe that feedback should be meaningful, motivating and manageable.

2 Aims and objectives

- 2.1 Feedback is an integral part of the assessment process and should provide feedback to the pupil on their success and give guidance to improve their performance. Feedback varies by age group, subject, and in accordance with the nature of the particular piece of work. Teachers adjust their approach in line with these factors and incorporate the outcomes into subsequent planning and teaching.

3 Learning objectives and success criteria

- 3.1 As part of planning effective lessons, the teacher must decide on clear learning objectives which are not only related to the curriculum but also to the prior attainment and experience of the pupils. Linked to this, the teacher should have a clear idea of the expected outcomes for groups and individuals which should be within the extended grasp of the pupils.
- 3.2 The **learning objective/Aim(s)** for the lesson may be written or typed at the start of the work by the pupil (or the teacher or teaching assistant in the case of the younger pupils) so that feedback during or at the of the lesson, refers to this. This objective/aim should be written in the form of an **'I can...'** statement, be knowledge or skills based and linked to Development Matters or the National Curriculum.
- 3.3 This will be accompanied with **success criteria** so pupils can clearly decide if they have achieved what is expected. Success criteria detail progressively ascending stages of learning and are never procedural.

Success Criteria will be written in the form of **'I have...'** statements. This may be generated by the teacher prior to the lesson or formulated with pupils during the lesson. Success criteria will be shared with pupils through teaching input and on working walls as appropriate.

- 3.4 In addition, a procedural toolkit may also be shared with pupils through teaching input and displayed on the working wall for pupils to refer to during their independent task e.g. how to find a percentage of numbers see **appendix 1**

Extended pieces of writing will have a **'Writer's checklist'** See **appendix 2**. The checklist will incorporate features the pupils have been working on in lessons preceding the extended writing piece, and formulated with them. Pupils and staff will use these to assess the features they have managed to incorporate within their work.

4 Types of feedback

At Lapal, work is assessed and feedback provided in a variety of ways:

- Live feedback within a lesson
- Small-group and one-to-one conferencing after a lesson
- Whole class feedback
- Self- and peer-assessment
- Distance written feedback after a lesson

4.1 Live Feedback within a Lesson:

- Live marking allows a teacher to check that each child has the correct level of challenge: misconceptions can be identified and addressed, small errors corrected and additional stretch can be given where appropriate.
- Live marking is time-efficient and reduces the need for distance marking at the end of the day. This in turn frees up time to plan for the next day.
- Live marking can be written or verbal
- Where **verbal feedback** has been given, this is recorded in children's books, either by the adult (for example, a word or symbol will be written next to the stamp by the class teacher or teaching assistant - **VF Stamp: finger spaces**) or by the child (**VF Stamp: use conjunctions – and, but, so**) – **appendix 3**

4.2 Small-group and one-to-one conferencing after a lesson:

- A conversation with a child or group of children about their work can be more effective than written marking as both adults and children develop an unambiguous shared understanding of the next steps.
- Conferencing sessions are recorded in children's books in the same way as live **verbal feedback** (see above). This may take place immediately after the lesson as part of an intervention group or at the start of the following lesson.

4.3 Whole Class Feedback:

- This works when similar feedback can be given to the whole class: a common misconception or shared next step
- Whole class feedback is also helpful to model the feedback process and support self- and peer-assessment. Marking/modelling using a piece of children's work as a group/class also teaches particular points at the same time. Another strategy is to show two pieces of work (using a visualiser) with the same title, and discuss their differences (*Selected work will be anonymised and chosen carefully considering pupil's individual needs/self-esteem*).

4.4 Self Marking:

- Children mark and edit their own work in purple pen and have opportunities to correct as they go along – including Maths
- Children use Success Criteria to ensure accuracy of marking.
- When work is self-marked, teachers will look at books to check for accuracy and plan next steps for individuals and groups of children.

4.5 Distance Written Feedback after a lesson:

- When immediate feedback cannot be given, work is assessed later to inform future planning and provide feedback to children (see Expectations of Feedback table below).
- Teachers exercise professional judgement about the level of written marking that is required. This varies according to age group, subject and task.
- Lengthy written marking is not a proxy for effective feedback.
- Stamps and stickers can be used to support written feedback.
- Written comments should be legible and written in appropriate language that is grammatically correct to enable the pupil to understand and respond to what is required.

They should be positive and constructive and indicate what the next step is for the pupil. Repetitive comments should not be evident as this indicates that children are not making progress.

4.6 Ticks or Dots should be used to mark work where a definitive correct/incorrect answer has been provided. If there are a significant number of incorrect answers (for example in maths), do not mark each one with a dot as this may be very demotivating. Write a comment acknowledging the pupil's difficulty in this area and address in the next lesson with the pupil individually or in the moment as verbal feedback/gap task.

4.7 Gap tasks should be used where necessary to further extend the pupils learning, to close any gaps or rectify misconceptions. This enables teaching staff to make an immediate judgement of a pupil's understanding of the feedback they have received, and actions they have taken to improve their work.

4.8 Highlighters will also be used to show where the pupils have been successful and where they need to improve - **pink for those aspects that they need to continue to demonstrate** and **green for 'growth'**. *This is not in place of ticks and dots.*

5. Expectations of feedback

Feedback given to children is varied throughout each week.

Pupils should be given time during the next lesson to take note of corrections and read distance written feedback. They should also be given an opportunity to reflect on the comments and ask questions if they are unsure what is required. It is not always necessary for pupils to write out corrections underneath the marked work, but rather an opportunity should be provided in the next piece of work for the pupil to improve or edit their work, when there is a meaningful context.

6. Annotations of feedback

6.1 Annotations of feedback should be consistent to avoid confusion when pupils progress through the school. **Appendix 4** sets out an agreed set of annotations for feedback. These are on display in the classroom to remind pupils what they mean. Any **written feedback by the adult, should be in green** in order to contrast in colour to that used by the pupils, which is **purple**.

6.2 Correction of spellings (SP) should be restricted to two or three and be related to the spelling ability of the pupil, spelling rules or letter families currently being taught, common exception words or technical vocabulary which has been made explicit during the lesson.

6.3 Correction of errors in punctuation (P) should be restricted to one or two (or to a single paragraph or section where this is a significant issue), related to the ability of the pupil.

6.4 If a member of staff other than the class or set teacher marks the work then this should be initialled in order to indicate a change in teaching staff. Initials will also be used where more than one teacher is responsible for a class.

7 The Role of the Parent

7.1 Parents will be made aware of the way the school assesses and marks pupil's work via the school website. Parents may gain information about the progress of their child from

annotations and comments written on their child's work by the teacher. Parents should play an active role in helping their child to achieve targets indicated. This should be discussed with the child and, if necessary, the teacher. Targets are shared via mid-point reports and pupil planners.

Appendices

Appendix 1 – Procedural toolkit

Rounding Decimals

Example	Toolkit
Rounding to nearest whole number $5.2 \Rightarrow 5$	Whole number - Look @ tenths c. Is the digit greater than 4? (or less 5) Less than 5 STAY Greater than 4 increase by 1
Rounding to nearest tenth... $4.65 \Rightarrow 4.7$	tenth - Look @ hundredths Is the digit greater than 4? (or less 5) Less than 5 STAY Greater than 4 increase by 1
All other digits greater stay the same	
UNLESS	
Round to nearest whole number $99.9 \Rightarrow 100$	if the number in column you are rounding to is a 9... increase the column to the left!

Finding % of amounts

Example	Toolkit
$17\% \text{ of } £570$	① Set out your sum
$£570 \div 100 = £5.70$	Find 1% of Total
$£5.70 \times 17 =$ ① $\begin{array}{r} 5.70 \\ \times 17 \\ \hline 39.90 \\ 57.00 \\ \hline 96.90 \end{array}$	(X) the value of 1% by the % you are finding (X) method
② $£5.70 \times 10 = £57.00$ $£5.70 \times 7 = £39.90$ $£96.90$	Partitioning method

Appendix 2 – writer's checklist

Example of writer's checklist




Aim:			
Context:			
Writer's Checklist		S	T

Appendix 3 – Verbal Feedback



Appendix 4

Annotations for marking, self and peer assessment

<p>_____</p> <p>or</p> <p>(sp)</p>	<p>EYFS and KSI - Spelling mistake underlined and correction written where necessary to inform child of learning point</p> <p>Lower KS2 - Spelling mistake underlined and correction written by the pupil.</p> <p>Upper KS2 - Spelling mistake identified in the margin (sp), pupils to identify and correct word independently</p> <p><i>Spellings will be limited to 2/3 per piece of work</i></p> <p><i>Some spellings may be written at teacher's discretion.</i></p>		
<p>C</p>	<p>Capital letter</p>		<p>We had a conversation with you about your work.</p>
<p>^</p>	<p>Missing letter or word</p>	<p>GT</p>	<p>Gap task</p>
<p>//</p>	<p>New paragraph</p>	<p>√</p>	<p>Correct answer</p>
<p>(F)</p>	<p>Finger space</p>	<p>.</p>	<p>Incorrect answer</p>
<p>S</p>	<p>You had support during the task</p>	<p>HP</p>	<p>House point</p>
	<p>Tickled pink (continue to do)</p>		<p>Green for growth (areas for development)</p>
<p>Stamps</p>	<p>A variety of stamps used appropriately. Stamps indicating ~ Independent/Teacher supported/Teaching assistant supported</p>		