

**Springhill Primary Academy**

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**Feedback Policy**

Date Completed: September 2023

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Feedback must move learning forward by either extending or consolidating understanding. When a practitioner is offering feedback, they should consider this cycle of steps:

We believe that if a child is a part of this feedback cycle, then they will make accelerated progress as they will understand their next steps more clearly. Pupils need to understand what they are doing well, what they need to develop and be stretched and challenged into new learning when appropriate.

The expectation is that teachers address all ARE mistakes / misunderstandings in all work, but this should be done wherever possible with the child present so that they understand the process of assessing their work and can be part of that dialogue.

**Feedback expectations**

Feedback is directly related to the Learning Objective of that learning session. Feedback is differentiated through the teacher’s knowledge of that child and the level at which they are working at.

Feedback to the child will be delivered through a combination of conversation and written notes in the child’s book along with our feedback symbols (in accordance to handwriting policy). All feedback is personalised to that particular child and ensures a range of celebratory; consolidation and challenge feedback is evident across work. Feedback is delivered throughout the lesson in a variety of ways.

Feedback symbols are to be utilised consistently across the school and symbols to be displayed in the classroom for children to understand. Children will be taught to understand the symbols and will use them to good effect. See ‘Feedback Symbols’ in Appendix 1. All written feedback is to be in a green biro pen so that it can be seen more clearly against the children’s work. Every piece of work should have had some feedback on it before the next lesson begins. This is to ensure that each child is being supported and challenged effectively and accessing the correct learning in the next lesson.

Each piece of work a child completes will be marked with either an I, S or G at the top of the page by the title. This states whether the child completed this work independently, with support from either an adult or a guide in the classroom or it was part of a guided session with other children.

**Feedback tools**

A range of feedback strategies will be utilised to achieve a purposeful outcome whilst also not being burdensome on practitioners giving them time and opportunity to plan further detailed learning for individual needs. Some of these involve:

* Self-marking
* Marking for mistakes
* Use of technology
* Verbal feedback
* Children as editors
* Written feedback
* Marking for challenge
* Peer feedback
* Celebrating success

**Self-marking**

Self-marking is a tool where children become their own assessors and take responsibility for their learning while the teacher facilitates. The children will be taught to ask questions of their own learning, such as:

* Why did I get this wrong?
* How can this be fixed?
* What could I have done differently?
* What steps should I have taken?
* Which step did I miss out?
* What in the classroom can help me with this?

All of these questions are suitable for even a young child to start considering about their piece of work. This type of feedback for a child is far more beneficial than a teacher providing an acknowledgment of a correct answer. In this way, children also learn that there is more than one type of mistake and can later on learn to avoid them.

**Marking for mistakes**

Even at a young age, children understand their mistakes and can begin to rectify them with various types of support. Mistakes which happen due to a misunderstanding are a key opportunity for teachers to assess, understand and re-teach in a meaningful capacity. In this situation, the success criteria or ‘steps to success’ should be utilised throughout to provide the pupil with a scaffold for learning. Below you will find the process in which a child will be taught to rectify their mistake during the lesson:

Pupils use scaffolds around them

Pupils use teacher and lesson created models

Pupil talks through an example with an adult

Teacher provides the answer to the pupil

The frequency of each type of support lessens as the pupil works through each stage to fix their mistake

This diagram will be displayed in classrooms so that children understand the process they must use to engage in their feedback.

In the table below are some examples of what a child might hear at each stage of this process.

|  |  |  |  |
| --- | --- | --- | --- |
| **Pupils use scaffolds around them** | **Pupils use teacher and lesson created models** | **Pupil talks through an example with an adult** | **Teacher provides the answer to the pupil** |
| What steps did we use today to solve the problem?Can you see your word mat?What skills are on the washing line? | Can you use the model on the board to try again? The washing line has a model to help youThere’s a model in your book for you to useFollow the model carefully | What step came next? Can you explain where you went wrong now?I’ll show you again how to follow the stepsWhich area was incorrect?We’ll write that together | The answer is this…can you see why?Let’s complete this oneI’ve written the sentence here; can you see how it should look? |

When a teacher has helped a child to consolidate their learning, this will be shown in their book with a horizontal arrow and then the teacher’s input.

**Use of technology**

Technology is a wonderful resource to be able to feedback to children in various ways. Our main feedback tool in this area is Seesaw. Staff will use Seesaw to evidence work and showcase pieces of work to other pupils. It can be used to feedback to individuals and groups of children. Seesaw is an excellent tool for collaborative feedback where adults can comment verbally, and children can work towards their objective.

When children have completed work on Seesaw or the staff member has evidenced work or feedback using Seesaw, a Seesaw sticker will be added to the child’s book.



**Verbal feedback**

Adults will provide verbal feedback to children throughout their lessons. Where this has taken place, it will be marked with a VF.

Verbal feedback takes place through questioning, advising, and discussing the strengths and developments of the piece of work. An example of these questions/points for discussion might be:

* Talk me through your work
* Why did you do it that way?
* What do you think could be better?
* Have you spotted any errors?
* How do you know you’ve been successful?

From this, teachers should be able to identify the next steps for the following lesson’s learning without spending excessive time writing written feedback in books and the child being separate from their feedback.

**Children as Editors**

As children grow more adept at understanding their own written work, they should be able to have more awareness of correcting errors. Teachers accepting work that children have not checked sufficiently and then providing extensive feedback detracts from pupils’ responsibility for their own learning particularly editing and drafting skills. Children will be expected as part of their feedback to have checked and understood some of the basic errors that may have been made. Under an adult’s leadership, pupils will be able to amend their work to a suitable standard whereby a teacher can then focus on feedback which relates to the learning objective.

After completing a ‘hot’ write, children will receive feedback from their adult. This piece of work will be proofread and edited by the child but does not always have to be redrafted.

**Written Feedback**

It is important to note that there is always a place for effective ‘deep’ written feedback. However, teachers should consider at the time of feeding back to a child:

* When is it most effective?
* Is this better than a conversation with the pupil?
* Where does the child get to be part of ‘their’ feedback?
* Am I working harder than the child on their work?

Written feedback will usually be used as part of a model with a teacher explaining it ‘live’ to the child or to challenge the child with a ‘next step’ if this is appropriate. A conversation with a child will always be best practice over writing feedback down.

**Next step marking/ Challenge**

At any point during a lesson, a child may need a ‘next step’ which adds to their current learning. These next steps will add depth to a child’s understanding, not merely stretch above their age-related expectations. These next steps could come in a variety of forms and will be marked with a stepped arrow symbol.

**Peer feedback**

At times, children will be utilised as their own assessors and will be asked to peer feedback. In these situations, child will be asked to assess another child’s work against the steps to success and comment on them using a post-it note so as not to alter or mark another child’s work. The children assessing each other will be of similar abilities.

**Appendix 1**

Feedback symbols used in children’s books to help feedback. To be displayed in classrooms to support children’s understanding.

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| --- |
| **Springhill Primary Academy Feedback Symbols** |
| tick-clipart-green-tick-md  | One tick will acknowledge the successful completion of a task.  |
| tick-clipart-green-tick-mdtick-clipart-green-tick-md   | Two green ticks will be used to acknowledge successful completion of a next step or ‘challenge’ task  |
|   | A pupil’s next step or challenge task to complete  |
|   | Incorrect answer or working out. |
|  | Check the underlined word or section again – incorrect spelling, working out or phrasing. |
|   | Have another go |
| **CL** | Capital letters missing  |
| **VF** | The teacher has given a child verbal feedback during or after a lesson.  |
| **//** | New paragraph. |
| **SP** | ‘SP’ written in the margin |
| **^**  | A word has been missed here.  |
|  **I / S / G**  | These symbols indicate whether the learning was completed independently, supported by an adult or scaffold or guided by an adult. These can be found next to the title.  |

**Appendix 2**

The support triangle to help children understand what to do should they make a mistake.

**Appendix 3**

**Children’s book presentation**

* All work from Nursery – Y6 is dated and titled.
* All titles start with a capital
* Date and title follows the ‘DUMTUMS’ layout.
	+ (Date, Underline, Miss a line, Title, Underline, Miss a line, Start)
* Teacher / pupil to write the date and title themselves, where appropriate. It will be printed for those children who are not yet ready for this.
* Use a ruler for all straight lines.
* Rubbers to be used effectively
* Start a new page for each piece of work
* All work in books is coded (located next to the Title) if it is Independent (I), Guided (G) or Supported (S)
* A child’s peer-assessment and all edits to work must be completed in purple pen.
* If a child has a pen license (Y5-6), then they must write in blue handwriting pen at all times.
* All learning is captured in the most effective way possible.
* Each new mini mission book to have an engaging front cover.
* Feedback is to be compliant with our handwriting policy.
* Incorrect spellings are addressed with SP and will be revisited by staff in a variety of ways which are all age appropriate.
* All children are to have resources pre-cut for them.
* No worksheets to be stuck in a child’s book
* Resources to be stuck in neatly and straight, with nothing overlapping or hanging out of any book.
* One digit per square is allocated within maths books.
* Where a piece of work links to a ‘British Value’ a Union Jack sticker will be added to the page or the piece of work.
* Where maths has been completed in a mini-mission lesson, a maths mini mission sticker will be added to the maths book.
* All mini-mission books will have a focus sticker either on the inside front cover or on the ‘launch’ page.