

'For With God Nothing is Impossible' Luke 1:37

Church Lench C E First School

feedback policy

At the heart of the school is our belief that 'with God nothing is impossible', which allows our children to have high aspirations and know that they are part of a loving family. We have a flexible, child-led, broad and balanced curriculum where every child can thrive in a happy, inclusive and safe environment.

Responsibility

Compassion

Perseverance

Hope

Thankfulness

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RATIONALE

This policy reflects the school's values and philosophy in relation to giving children feedback about their work. The policy is a working document, which generates and informs good practice within our school. It is also a means of promoting learning. Throughout the school practice is consistent and in line with the overall policy on Assessment, Recording and Reporting.

AUDIENCE

This policy is for all teaching staff, supply teachers and teaching assistants who are involved in marking and feedback of any kind. It is also to inform parents of assessment for learning practices, how children are involved in their own learning and how feedback is given. The characteristics of assessment that promote learning:

- It is embedded in a view of teaching and learning of which it is an essential part.
- It involves sharing learning expectations with pupils.
- It aims to help pupils to know and to recognise the standards they are aiming for.
- It involves pupils in self-assessment.
- It provides feedback which leads to pupils recognising their next steps and how to take them.
- It is underpinned by confidence that every student can improve.
- It involves both staff and pupils reviewing and reflecting on assessment data. (Inside The Black Box 1999 Black and William)

Aims of this policy: -

All teachers have consistently high expectations of all pupils. Drawing on excellent subject knowledge, teachers plan astutely and set challenging tasks based on systematic, accurate assessment of pupils' prior skills, knowledge and understanding. They use well judged and often imaginative teaching strategies that, together with sharply focused and timely support and intervention, match individual needs accurately. Teachers systematically and effectively check pupils' understanding throughout lessons, anticipating where they may need to intervene and doing so with notable impact on the quality of learning. **Our main aim is for children to clearly understand if they have succeeded in their learning and what steps they need to take to improve and progress.**

Other aims:

- To raise standards
- To ensure whole school consistency of feedback and marking, by all who are involved in giving feedback e.g. teachers, teaching assistants, parent helpers and pupils.
- To ensure that feedback is effective

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- To assess where the pupil is and to move him/her on to the next step in learning.
- To actively involve the children in their learning e.g. by use of Talk Partners, designing success criteria etc.
- To give children the skills to evaluate their own work
- To raise pupil self- esteem and celebrate success.
- To ensure a manageable system for both teacher and pupil
- To inform parents

Church Lench CE First School Next Steps Feedback Policy

Feedback of work may be oral or written. Feedback should praise, but also give guidance, consolidation and challenge. It may help to think of next steps feedback as INTERVENTION FEEDBACK. The teacher steps in to support, consolidate, accelerate or challenge. This can be shown by a green line in a pupils' book.

We think of Intervention Marking as a continuous process of formative assessment.

1 –Feedback can intervene to **SUPPORT**

2 –Feedback can intervene to **CONSOLIDATE**

3 –Feedback can intervene to **ACCELERATE**

4 –Feedback can intervene to **CHALLENGE**

In this way, children are not doing ten questions which are obviously too easy for them, nor are they struggling with problems they can't access. For future lessons, feedback can inform both teacher and pupil about attainment, therefore shaping the next lesson and activities provided.

Intervene to support

Aids should be available in the classroom. Intervention next step marking might suggest: "Good try. Remember to use a number line to help you" or "It will be easier if you wrote the numbers in the squares like this (example)"

Intervene to consolidate

This is more than 'Do another ten questions' but where the child may need a few more examples before they can move on. The examples are tailored to the errors a child has previously made after

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guidance has been given. "Now try these questions, and don't forget the apostrophes!" or "You have been able to solve these problems using methods of addition and subtraction. Now prove you have mastered this by solving these problems/ explaining your methods to a friend!".

Intervene to Accelerate

With clear differentiation there will be tiered activities offering appropriate levels of difficulty. Next step intervention marking can simply move the child on to the appropriate level. A higher level of task should be available for the more able. The comment might be: "You can do it! Now have a go at the greater depth challenge!" or "Can you write your own problem for me to solve using these signs/ words etc?"

Intervene to Challenge

This is different from simply moving children onto an appropriate level of difficulty. This is about turning the level around, asking children to put their learning into practice For example, "How much change would you have if you spent twice as much?" "Now think of a real-life situation where you would need to do this calculation?"

The different forms of marking that take place Church Lench First School may vary subject to the age of the pupil and the task at hand but will always aim to Support, Consolidate, Accelerate or Challenge the individual pupil.

These forms include:

1.Oral Feedback: -

Oral feedback is the most effective form of feedback. Getting children to talk together before answering questions increases their achievement. It is the most natural and frequent feedback experience for children. Teachers' and support staff's oral feedback needs to be focused mainly around the learning intention of the task, and is therefore focused. Feedback can be given to an individual, to a group or to the whole class at any point during the lesson.

'Live' oral feedback is the most effective form of feedback and often takes place during the lesson where teachers and TA's are regularly consolidating, challenging, supporting and accelerating for all pupils.

2. Quality Feedback: -

This is when success and improvement needs are acknowledged against the learning intention. Asking for some small improvement is rich in its impact on children's work and their attitude to improvement and learning. The teacher will assess the piece of work and use a tick or dot to show:

-  not quite met the learning objective and needs further support
-  Learning objective met

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-   Learning objective exceeded perhaps by use of in an explanation
- This can then be followed with a short comment by the teacher using the prompts listed below. It may not take place for every piece of work, and with training and modelling by the teacher, children can be encouraged to mark their own, and each other's work using this approach. This approach can be started with young children as they get used to the 2 tick system and understand if they need support or they have achieved or exceeded the objective.

This system enables the child to quickly understand if they have achieved the learning intention and what they could do to improve next time. Therefore the success grid is completed by the child and teacher and teachers comment on positive success and areas to improve.

The following verbal **improvement prompts** may be used when teachers/teaching assistants are using quality marking: -

(a) Reminder Prompts

These simply redirect the child's attention to the learning intention of the task as a way of focusing the improvement.

- Say more about James's character
- Explain this for me.

(b) Scaffolded Prompts

These tend to either (a) focus the child's attention on specifics or (b) delve via two or more questions or statements. This is supportive and enhances the original writing.

- What type of boy is James – good, bad, shy, excitable, kind? Or do you have your own idea?
- Describe what James would do if he heard unkind words about a friend.
- Finish this: James liked to play jokes on his friends. For instance, he...

(c) Example Prompts

This is when children are asked to elaborate their descriptions by giving them models of words or phrases they might use. I went on a boat and went long on water.

What did you see on the boat trip? Fish? Birds? People?

The teacher will model this for the child without a bubble so the prompt is there to guide and support.

3. Acknowledgement Feedback: -

This is a courtesy look at the work often used by teachers and TAs to feedback to the class teacher and may include a tick or an initial. It implies that some dialogue took place during the lesson, which will have had impact on the child's learning. The acknowledgement simply informs others that the work has been dealt with orally, in a group or whole-class setting. Teachers and Teaching Assistants can use this form.

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4. Closed Exercise Feedback : -

This is where the work is discussed together. Learning is the priority, and misconceptions or errors are shared, and not reinforced. Answer cards may be given in maths to the children to mark their own work, if it has been differentiated. Where this method has been used in class time the child marking the work will annotate their initial. Teachers and Teaching Assistants can use this form.

5. Self-Marking/ Feedback:

Children should be involved as far as possible in the analysis and constructive criticism of their own work. We should encourage children to use self-evaluation continually, so that reflection, pride in success, modification and improvement become a natural part of the process of learning. Quality self-marking is very powerful, and the first stage of moving power from teacher to child is to ask the children to mark their own work.

Self -evaluation prompts for pupils:

I liked

I learned

I think I will

I never knew

I discovered

I was surprised

I still wonder

6. Guidance of spelling

Children are encouraged to develop their vocabulary and experiment using different words. Teachers will also use the wiggly line for words that a child has spelt incorrectly and this will be dependent on the child as to how many words might be underlined. These highlighted words will then be checked by the child and written correctly on the page.

In our school, the following strategies are used to give our children positive and effective marking and feedback. These obviously link to the age and development of the children.

The Early Years Foundation Stage :-

Live Oral feedback for written tasks

Reward stickers for effort and achievement of all kinds.

smiley faces

Quality marking when appropriate

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Key Stage One

Talk partners
Smiley faces
Live Oral Feedback
Oral Feedback
Quality feedback
Success Criteria
Stickers

Key Stage Two

Talk partners
Closed Exercise Feedback
Group response
Live Oral Feedback
Oral Feedback
Quality feedback
Self marking/ feedback
Smiley Faces

Creating an effective learning environment

- Teacher/support staff awareness of the impact that comments, marks and grades can have on learners' confidence, enthusiasm and motivation.
- Interactive displays which reflect learning
- Displays/ cards which give prompts for learning as well as displays which celebrate children's work
- Shared long term objectives as well as short-term intentions – reference to 'the big picture' e.g. where this lesson fits with the modular topic, recall of previous lessons on this theme.
- Learning objective displayed and understood; with younger children shared with them orally at the start of the lesson.
- Success criteria and/ or writing checklists shared and understood/ differentiated
- Success celebrated regularly and sincerely
- Children involved in their own targets, understanding what it is they are trying to achieve and how they can achieve it.
- An atmosphere of trust and respect where children can share thoughts freely.
- Effective questioning: Questions planned which require thought and discussion.
- Response to pupil contributions which avoid 'put downs'

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- Thinking time before hands up/no hands up; use of talking partners to maximise pupil participation.
- A classroom culture of achievement where mistakes are learning tools.
- A belief that all pupils can succeed.
- Feedback to the task linked to the success criteria; comments oral or written should be as constructive as possible and focus on work rather than the person.
- Children encouraged to self- evaluate and become independent learner

Handwriting

Teachers in Classes 2 and 3 will use a legible joined style to feedback to pupils in books. In Class 1 written feedback is for all teachers and teaching assistants to communicate learning and assessment.

Date January 2024

Signed *S Price*

Review September 2026

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Church Lench CE First School Marking Code

All work to be marked in green pen No crosses are to be used for mistakes	
WALT	We are learning to
STS	Steps to Success
	Learning Objective met
	Learning Objective met and exceeded
	Not quite met Learning Objective
I	Independent (mainly used in books for Rec/ Year 1 pupils or SEND) Otherwise work will always be understood as independent.
S	Supported
P	Punctuation
C	Copied
	Wiggly line under word to show spelling error
sp	Practise spellings
//	New paragraph
	Word omitted
	Identify a mistake
	Child's response required with a prompt e.g challenge, scaffold , example
	Green line shows that the child needs to have another go after input from the teacher