



FEEDBACK POLICY

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'Feedback is one of the most powerful influences on learning and achievement'

(Hattie and Timperley 2007, Review of Educational Research March 2007, Vol. 77, No. 1, pp. 81–112)

At Purbrook Junior School we have developed a consistent approach to feedback and marking across the school, based on action research, so that our pupils learn how to respond to feedback and can assess and evaluate their own learning; this we believe promotes independence and confidence in learning. Effective marking and feedback is integral to good teaching and learning processes. By empowering pupils to be actively involved in understanding how they are making progress, it helps to embed learning swiftly and enables accelerated learning. Furthermore, it supports teachers' assessment knowledge of each pupil in order to plan and refine next steps in learning.

Procedures and Processes of effective feedback and marking used at Purbrook Junior School

Teachers use their professional discretion to select the method for providing feedback to the pupils in their class from the following:

Verbal feedback and Live Marking

- This takes place during the teaching session, at the point of learning, and is completed alongside the class teacher. It is characterised by coloured highlighting completed by the teacher, alongside a discussion with the teacher about the pupils' learning. Teachers will also record DWP (Discussed with pupil) in the margin of the child's book.
- **Yippee YELLOW** highlighting identifies the successful elements of learning within that session.
- **Think PINK** highlighting identifies something that either needs to be addressed.
- The pupil then responds in **purple pen** based on the feedback. This not only evidences the impact of the teacher at the point of learning but also enables the pupils to take responsibility for their own learning based on the feedback given.

Pupil conferencing - Select 6

- **Prior to each lesson**, a minimum of 6 books are selected, from a range of abilities including SEND pupils (pupils may or may not know who has been selected – this is down to the teacher's professional judgement). The books will not be from the pupils teacher led groups.
- By selecting 6 each day, teachers will have looked at each child's book at least once per week.

- **After the lesson**, positive affirmation is recorded for each of the six pupils, linked to the **learning** and provide the child with a target linked to the **learning**.
- **At the start of the next lesson**, anonymised feedback is provided to the class based on the findings of the Select 6 pupils. A whole class feedback form may be used. Pupils then self-correct and evaluate their own work independently based on the findings of the six selected books. This could also be used for peer marking too. Pupils respond in **purple pen**.
- The 6 selected pupils then receive individual verbal feedback through pupil conferencing with the teacher. The pupil then responds in **purple pen**.
- Additional opportunities may be taken for teachers to pupil conference outside of the lesson times.
- Whenever pupil conferencing has taken place, this is recorded as PC (Pupil Conferencing) in the margin of the child's piece of work.

Whole class feedback forms

This is a whole class approach to marking where the teacher looks through the books and records on one sheet key points and observations about the pupil's learning for that lesson. In addition to this, it highlights some other issues e.g. specific spelling corrections etc.

Each pupil is given a copy of the feedback form and responds to the feedback in **purple pen**. A copy of the feedback form is glued in each book. Teachers may also choose to display the feedback form in the classroom or on a flipchart for pupils to evaluate their work – again using **purple pen**.

List feedback

This is an individualised, whole class approach to learning and aims to reduce teachers having to replicate the same message to pupils. Therefore, teachers have a list of pupils and record key information about the child's learning. The beauty of this is that teachers may choose to word process comments so you can copy and paste similar comments that are relevant to the child's learning and then edit so that they are personalised. e.g.

Craig	You have identified the specific nouns. Now generate some powerful and appropriate adjectives to describe them.
Donna	Well done you have identified the nouns. Now think about being more specific e.g. the dog becomes Rottweiler
Caroline	Great you have used specific nouns. Can you think of two other specific adjectives to describe the Rottweiler? Record them
Amy	Great you have used specific nouns. If you wanted to make it seem frightening which adjectives could you use from the list below? Can you think of any others you could use?
Becks	Well done you have identified the nouns. Now think about being more specific e.g. the dog becomes Rottweiler
Sat	Great you have used specific nouns. Can you think of two other specific adjectives to describe the Rottweiler? Record them
Vicki	Great you have used specific nouns. If you wanted to make it seem frightening which adjectives could you use?

- Each pupil receives their comment which is then glued in to their book. Pupils then respond to the teachers comments in **purple pen**.
- Please note that some teachers prefer to record comments by hand. This is recorded in **red ink**.

Inclusion

These guidelines will apply to the vast majority of children in our school. Occasionally a decision will be made, in liaison with our Inclusion Leader, to personalise feedback for a child who has specific learning needs which may also be addressed through appropriate interventions or specific equipment.

Monitoring

Feedback is monitored by the Senior Leadership Team and subject leaders on a regular basis through work scrutiny, lesson observations and pupil interviews and will be shared with the class teacher and at leadership meetings. This will ensure that the policy leads to good practise.

Consistency in written feedback

Primarily these codes will be used at times when, but not exclusive to, providing feedback *not* alongside the pupil. These codes promote consistency, independence, highlight to children the need for accuracy and promote the need for self-editing.

At the beginning of each year and at appropriate points during the year, pupils will be reminded of the conventions teachers use when marking their work.

P	indicates missing punctuation – support may be given to support the child to identify what punctuation is needed. E.g CL, FS, ?!"FS
/	A new sentence is needed here or a new line e.g. the use of speech
//	A paragraph is required at this point
Sp	indicates a spelling error – support, where appropriate, may be given to support the child with the correct spelling. Where children have significant identified spelling issues, teachers should address the misspelt high frequency words.
T	indicates a tense issue -support, where appropriate, may be given to support the child with the correct spelling
Gr	Grammatical error - a word or group of words will be circled/underlined where there is a grammatical error eg did/done, writ/wrote etc
^	A circumflex will be inserted to indicate a missing word.

When providing any form of written feedback teachers will model presentation/handwriting expectations.

Teachers will record comments in **red ink** and Learning Support Assistants record in **green ink**.

Other codes

When an adult has provided feedback to a child at the point of learning, the adult will record DWP (Discussed With Pupil) in the margin.

When an adult has been allocated time to conference a child, the adult will record PC (Pupil Conference) in the margin.

Procedures and Processes of effective feedback in maths

- Feedback is generally given to pupils on an individual basis, either within the lesson or outside of lesson time.
- Teachers mark using red pen. Questions are used to develop mathematical thinking and /or reinforce learning. When appropriate, teachers provide scaffolds to address misconceptions and enhance learning.
- The pupil then responds in **purple ink** based on the feedback. This not only evidences the impact of the teacher at the point of learning but also enables the pupils to take responsibility for their own learning based on the feedback given.

Feedback in subjects other than English and Maths

Teachers use their professional discretion to select the method for providing feedback to the pupils in their class. Primarily, however, teachers use whole class feedback forms to provide feedback to the class and their learning in subjects other than English and maths

Each pupil is given a copy of the feedback form and responds to the feedback in **purple pen**. A copy of the feedback form is glued in each book. Teachers may also choose to display the feedback form in the classroom or on a flipchart for pupils to evaluate their work – again using **purple pen**.

GUIDELINES FOR THE PRESENTATION OF WRITTEN WORK

GENERAL

- ✓ All work must be dated.
 - Maths: Short date e.g. 03.09.2021
 - English and all other subjects: Long date e.g. Wednesday 9th September
- ✓ All work must have the learning question underlined as the title
- ✓ All children should draw a margin on the left hand side of their book, if there is not one already. This should be of a reasonable size (ruler width). Question numbers and letters should be **recorded in the margin.**
- ✓ Work completed on a sheets of paper, must be trimmed down and glued into books **neatly.**
- ✓ A3 sheets of paper must also be trimmed, folded once and glued in.

MATHS

- ✓ In the lower school numbers, operations and symbols should have a square each, words/letters should not.
- ✓ The decimal place should be recorded as follows:

- ✓ All work should be neatly presented **in pencil** down the page.
- ✓ If work has been completed on a sheet of paper, please trim down and glue into book.

ENGLISH

Once a child's handwriting is consistently neat, legible, joined and even in size and spacing a handwriting pen may be introduced