PURBROOK JUNIOR SCHOOL

Feedback Policy

Policy Number:	NSP14	Created by:	DHT
Reviewed by:	Teaching & Learning	Responsibility:	Teaching & Learning
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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 may also record DWP (Discussed With Pupil) in the margin of the child's book if verbal feedback rather than written feedback was required.
- Yippee YELLOW highlighting identifies the successful elements of learning within that session.
- Think PINK highlighting identifies something that 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.

Whole class feedback forms
- This is a whole class approach to marking where the teacher looks though 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 may be glued in each book or displayed on the interactive white board using the teachers' professional judgement. Pupils evaluate their work **purple pen.**

'Pick 6'
- **Following each lesson,** a minimum of 6 books are selected. (pupils may or may not know who has been selected – this is down to the teacher's professional judgement). By selecting 6 each day, teachers will have

looked at each child's book at least once per week. Children with SEND will be marked in addition to this as the lesson content may differ. (See Inclusion)

- **After the lesson**, feedback is provided for the pupil based on the learning objective for the session. Teachers may provide a question or a task/corrections for the children to complete during responding time.
- **At the start of the next lesson**, anonymised feedback is provided to the class based on the findings of the 'Pick 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 will have received individual verbal and/or written feedback.
- The pupil then responds in **purple pen.**

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.

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. Verbal feedback may be provided for the child using a digital platform.

Monitoring
Feedback is monitored by the Senior Leadership Team, Teaching and Learning Leads and subject leaders on a regular basis through book looks, 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 e.g. 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 verbal 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, outside of a lesson, the adult will record PC (Pupil Conference) in the margin.

GUIDELINES FOR THE PRESENTATION OF WRITTEN WORK

<u>**GENERAL**</u>
- ✓ All work must be dated.
  - o Maths: Short date e.g. 03.09.2022
  - o English and all other subjects: Long date e.g. Wednesday 9th September 2022

- ✓ 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 sheet 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
- ✓ Numbers, operations and symbols should have a square each, words/letters should not.

- ✓ The decimal place should be recorded as follows:

2	3	.	7	5

- ✓ All work should be neatly presented **in pencil**.

- ✓ If work has been completed on a sheet of paper, please trim down and glue into book **neatly.**

ENGLISH

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