

**Highgate Community Primary School**

**Feedback Policy**

**January 2018**

## Highgate Community Feedback Policy

### **Introduction**

Feedback is an integral and important part of teaching and learning; we know this from many studies and extensive research. At Highgate, our aim is to create a culture of rich and effective feedback between teachers and pupils in order to support great learning using those approaches which research and evidence suggest are the most effective.

This policy recognises the significant time that written feedback can take and therefore seeks to make the most effective use of teacher and support staff time. In order to do this, it incorporates the findings of the Independent Teacher Workload Review Group and the EEF Marking Review in 2016. It also reflects internal school trials and development over the Autumn Term 2017.

### **Aims**

- Feedback should be an integral part of the process of teaching which is evident in all lessons.
- It should be a two-way process: teachers will learn and be able to adapt their instruction from the feedback they receive from children within lessons; children will be able to learn from effective feedback they receive.
- It takes place at the earliest opportunity to have the greatest impact on learning.
- It is primarily a verbal process that takes place between teachers and children.
- Feedback includes written comments on work where it is deemed appropriate.
- It is given where there is time and opportunity for children to respond to the feedback they have received.
- It will look different in different year groups across school and be 'age-appropriate'.
- It is based on a thorough understanding of individual children and their learning. Although this policy aims to reduce the amount of time spent making written comments, we still expect that teachers spend time reading children's work regularly and carefully in order to know them 'inside out'.
- Feedback should ultimately aim to improve the student's knowledge and understanding as opposed to simply improving the student's work.

### **Types of feedback**

Effective feedback takes place as close to the point of teaching and learning as possible. Timing of feedback can be categorised into the following three stages:

- ***Immediate feedback.*** This takes place during a lesson and allows teachers to adapt their teaching and give feedback at the point of teaching.
- ***Summary feedback.*** This may take place at the end of a lesson or shortly after, often as part of the plenary. It may involve some form of self/peer assessment.
- ***Distance feedback.*** This takes place away from the lesson and provides feedback to the teacher about how well children have understood concepts. This, in turn, informs planning for future learning opportunities which includes the use of feedback sheets to focus on the next steps for the whole class, groups or for individuals.

Type of Feedback	What it might look like	Evidence
Immediate	<p><b><i>Takes place within lessons as part of teaching.</i></b></p> <p>Includes teacher gathering feedback from verbal responses, mini-whiteboards, book work, etc.</p> <p>Takes place in lessons with individuals, small groups or the whole class.</p> <p>Is given verbally so that the impact can be immediate.</p> <p>May be given by teaching assistants, other adults or peers</p> <p>May involve further support, challenge or a change of task</p> <p>May re-direct the focus of teaching or the task.</p> <p>Does not need to be evidenced by way of written comments.</p>	<p>Classroom Observations and Learning Walks.</p> <p>Teachers may make notes in their feedback books or children's work books whilst they are in the process of teaching.</p>
Summary	<p><b><i>Takes place at the end of a lesson or activity</i></b></p> <p>Usually involves groups or whole classes</p> <p>Provides an opportunity for evaluation of learning in the lesson</p> <p>May take the form of self- or peer- assessment against an agreed set of success criteria</p> <p>In some cases, may guide a teacher's further use of distance feedback, focusing on areas of need or particular interest.</p>	<p>Classroom Observations and Learning Walks.</p> <p>Evidence of self and peer assessment (Children respond to feedback in Polishing Purple pen)</p> <p>Evidenced in teachers' feedback books</p>
Distance	<p><b><i>Takes place away from the point of teaching</i></b></p> <p>Provides teachers with opportunities for assessment of understanding.</p> <p>Adaptation of future lessons through planning, grouping or adaptation of tasks – teachers may group books into different piles to identify where 'group feedback' is required in the next session.</p> <p>The use of teachers' feedback books to organise feedback and support their teaching within the next lessons.</p>	<p>Monitoring of pupils' books, teachers' whole class feedback books, through professional discussions between teachers and leaders All children's work is acknowledged.</p> <p>Spelling, grammar and calculation errors will often be followed up by the children. Written comments may be evident e.g. in independent extended writing.</p> <p>Use of feedback books to indicate next steps.</p> <p>Assessment information on Classroom Monitor</p>

## Symbols

Symbols are used in pieces of work to show the level of independence.

- I – Independent work
- S – Support from teacher or teaching assistant
- ✓✓ - Confident, lots of evidence
- ✓ - Some evidence but needs more practice.
- - No evidence, not confident.

Symbols that may be used in pieces of work:

- V – Verbal discussion of work has taken place
- P – Practical or Whiteboard work
- FI – Following up intervention, this is an indication that follow up intervention will take place. This could be one to one or in a small group.

## Practical Guidance on the approach to feedback at Highgate

Children complete their work in lessons as normal. The books are handed in at the end of the lesson and the teacher then reads each child's work. Books are organised into 3 piles indicating children who need further help, children who understood the concept and those who performed particularly well. Each piece of work is ticked to acknowledge that the work has been checked. Any parts of work that the teacher would like to share with the class in the following lesson are starred. Any basic errors (e.g. GPS errors in English and number fact errors in maths may be followed up) may be indicated by the teacher. Teachers may add praise comments or stickers where needed to indicate work that shows particularly good effort on the part of the student. During the book analysis, the teacher makes notes in their teacher's feedback book using the template below:

<b>Feedback Sheet</b>	<b>Date:</b>
<b>Non-Negotiables Follow Up (spelling/CL/FS/presentation)</b>	
Tom – spelling could/should Lisa – missing CL	
<b>Misconceptions/Issues/Next Steps</b>	
Shayla – not starting question sentence with a CL Kim – as above John – as above	
<b>Actions</b>	<b>Word to share and praise</b>
Starter looking at the when we use CL – editing activity – spot the mistakes (CL missing for questions). Reinforcement during shared writing – make mistakes on purpose – target children with questioning	Felicity – great use of vocab and conjunctions.

### Feedback Sheet

Teachers make notes using this grid to analyse the set of books and identify common errors and misconceptions which can be addressed in the next lesson. Following this a 'Feedback Session' can take place and this can be done in the next lesson, in the afternoon or during an appropriate time e.g. assembly.

This approach ensures that feedback is timely and actionable. The time saved using this approach can then be used more effectively to plan a feedback session and adapt the next lesson in light of the feedback.

All adult marking is done in black pen. Peer marking and editing is done in purple pen. All marking is initialised by the member of staff who completes it unless it is the usual class teacher.

### What a 'Feedback Session' looks like –

Teachers use the feedback sheet to feedback to a class on their previous lesson (this should take approximately 5-10 minutes in a typical lesson although can be significantly longer if many children had significant misconceptions). The feedback session has three layers – individual feedback, group feedback and feedback. A typical session might have the following features...

1. Share feedback with individuals (teacher or TA)
2. Share feedback with groups (teacher or TA)
3. Share feedback with the whole class
4. Share good work (which has been starred) picking out the key features perhaps using the visualiser.
5. Common basic errors may be shared and retaught – e.g. a teacher may write a sentence/calculation containing the common mistake rather than using actual children's work and ask children to identify the mistake and correct it. Teachers may reteach any words that were spelled incorrectly by groups of children.
6. Common misconceptions from previous lesson are shared and re-taught. Children may practise the skill on whiteboards etc.
7. Children **may** then respond to the feedback given. Where possible feedback focuses on improving children's knowledge and understanding not just improving their previous piece of work.

### Foundation subjects

All work in the foundation subjects will be marked to show it has been checked and praise comments or stickers may be used as appropriate. Key spellings that need correcting may be indicated and general comments may be written when needed.

### Guidance on Peer/Self-Assessment

To develop peer/self-assessment, teachers need to:

- Teach pupils over time to assess their work and the work of others. KS1 children are to do this through the use of faces to indicate their understanding; time is taken by the teacher to explain the meaning of each face. In English in lowers KS1 and KS2 the use of writing toolkits are used to measure what they have managed to include in their writing. In Mathematics in KS2 children circle a number from 1-5 to indicate the strength of their understanding.



1 2 3 4 5  
Not I've  
sure got it

- Plan for peer- and self- assessment opportunities in their lessons
- Systematically explain their learning and contributing success criteria in each learning sequence
- Guide pupils to identify their next steps where appropriate
- Frequently and consistently encourage pupils' self-reflection on their learning
- Plan opportunities and time to allow pupils to do it






## **Appendix 1 - Feedback Symbols**

Feedback symbols can be used to indicate a non-negotiable error has been made and that the children must correct. At Highgate we believe it is imperative that the children work to improve their errors, there is little point in the teacher correcting the errors as the child is not further developing their understanding. Non-negotiable errors are year group (and for some children individually specific) and are the expectations that you expect to be there. For example, a year 4 child would be expected to include capital letters and full stops in their writing.

Read it back and check	RC
—	Something is missing here
<u>Becus</u>	Underlined word – go back and spell correctly
*	Spelling error in the line
Fingers Spaces	FS
CL	Capital letters
P	Check your punctuation
H	Handwriting

## Appendix 2- Examples of Learning Objective/Writing Toolkit

EYFS/KS1

I can write the opening/build up to a story.	16/11/17
<div style="display: flex; justify-content: space-between; align-items: center;">  <div style="text-align: center;"> <p>who?</p> <p style="font-size: 2em; color: green;">Adjectives</p> </div>  </div>	
How did I do?	
  	<div style="display: flex; justify-content: center; gap: 10px;"> <span>✓✓</span> <span>✓</span> <span>.</span> </div> <p style="margin: 0;">I S</p>

KS2

I can write a non-chronological report about the Mayans.    10/01/2018    I S		
✓✓ Confident, lots of evidence. ✓ Some evidence but needs more practice. . No evidence, not confident.	Self	Teacher
Opening Statement about the topic		
A range of sentence openers used		
Use at least one 'The more..., the more...' sentence type		
Technical vocabulary about the topic		
A concluding statement		