

EFFECTIVE FEEDBACK POLICY

Last reviewed: November 2021
Date for next review: November 2024



Ashton Hayes Primary School
Church Road, Ashton Hayes, Chester, Cheshire CH3 8AB



Erasmus+



**Cheshire West
and Chester**



Supporting Social Communication



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and Chester**

Effective Feedback Policy

Ashton Hayes Primary School

'Aspire to be Amazing'

Feedback and marking should provide constructive support to every child, focusing on success and improvement needs against 'I can' statements. It is an essential part of planning, assessment, learning and teaching. The purpose of giving feedback is to inform both the teacher and child of their progress towards an objective and to assess the degree of learning taking place. Feedback in the presence of the child is the best form and it is preferable to mark in the presence of the child as often as possible. Responding to children's work through constructive feedback acknowledges achievement, promotes positive attitude and behaviour, and leads to an improvement in standards across the curriculum.

Education Endowment Foundation: 'A Marked Improvement' (Elliott et al., April 2016) states: "Careless mistakes should be marked differently to errors resulting from misunderstanding." This makes the distinction that marking highlights errors: spelling mistakes, grammatical errors, carelessness through lack of effort or not proof-reading. Feedback, then, should aim to clear up misunderstandings, and to ensure that pupils understand where they have gone wrong.

We:

- Provide high quality, instant verbal feedback in lessons
- Have developed an ethos in which teachers focus on the learning of the pupils
- Use targeted talk about knowledge and skills
- Encourage pupils to think about where they're going, how well they are getting on and what's next.
- Understand that feedback needs to be appropriate to the age and stage of a child's learning.

Marking/Feedback at Ashton Hayes Primary School will:

- Help children become better learners by giving a clear picture of what they have done well, and what they need to develop
- Give recognition and praise for achievement
- Promote good progress and positive attitudes to learning
- Allow specific time given on a regular basis for children to reflect and respond to comments in KS1/2
- Use symbols that are consistent, unambiguous and appropriate to the child's maturity
- Equip children with the skills to peer and self-assess
- Inform future planning and individual target setting

Feedback principles for all subjects except Mathematics

All pieces of recorded work in books will be marked; however, not all pieces of work need to be marked with a detailed comment. Teachers can use their discretion as to whether or not a piece needs detailed marking or can simply be acknowledged, as quality of marking will be judged on the impact it has on children's learning over time. Children will always receive verbal or written feedback on significant pieces of writing. Verbal feedback is recorded VF. Children are supported and guided how to edit and improve their own work. Focused marking will be used where appropriate to the task.

Many of the principles in this document will be used when the children are ready. For example, Not all techniques will be appropriate in EYFS and therefore do not apply.

Teachers will:

- Always provide pupils with time to respond to comments.
- Highlight places where the child has best achieved the learning objective ('I can...') by writing ✓✓ next to the child's written text. If comments are needed in addition to the ✓✓ they should be added at the appropriate point in the text with a blue pen.

✓✓	Child has achieved the objective with confidence
✓.	Child needs some consolidation work to be secure with the objective
.	Child has needed significant support to work towards the objective

- Specific prompts may be given where an improvement needs to be made and not a general comment.
- The specific prompt can be.

Self-marking

Children should self-evaluate wherever possible. Children can identify their own three successes and look for improvement points. Plenaries can then focus on this process as a way of analysing learning. At the end of the lesson each child **must** self-evaluate against the 'I can' statement using

Self-Assessment of learning	
	I can complete this activity independently I understand it fully
	I understand some of this activity I need a little help or consolidation
	I do not understand this activity I find this difficult I need help to complete it

Children indicate how they have completed the task.

Letter	Description
T	I worked with my response partner or as part of a team
I	I worked on my own, independently
G	I worked in a guided group
S	An adult supported me

Symbols

These symbols are used to represent specific features that are to be corrected or improved. These symbols are shared with all children and displayed visually in the classroom so children can use them to improve their work. Children who self correct can use a different colour pen/pencil to show changes.

bekos Word underlined indicates that it is spelt incorrectly and that you need to find out how to spell the word.

~~~~ Word 'wavy' underlined indicates that it is overused, inappropriate or could be improved.

^ Means that a word has been missed out.



Incorrect punctuation

## Feedback principles for Mathematics

- Always provide pupils with time to respond to comments.
- Any time a child has a dot it is expected that they will be given time to correct the mistake unless an error or misconception needs addressing by the teacher or teaching assistant
- If this is addressed in class a 'VF' can be put to show a teacher has intervened using Verbal Feedback
- Comments or next steps on a piece of work are not necessary if sufficient challenge or verbal feedback is evident in the lesson.
- Challenge questions to allow children to show their understanding within a context, may be given.

## Marking Key for Mathematics

- ✓ Means the correct answer.
- Means the answer is incorrect.

### Next steps marking

Next steps marking or VF with evidence of improvement is used when ✓✓ has not been put next to the I can... title.



Indicates success or positive praise



Indicates next step

## Formative & Verbal Formative Feedback Strategies at Ashton Hayes

In order for a consistent and collective approach to providing strong feedback in lessons, the following list of strategies has been compiled. Formative & verbal formative strategies, such as:

- Group Guided or Shared Activities
- Teacher / Pupil metacognitive sharing/modelling
- Think / Pair / Share
- One-to-one sessions
- Working Walls & Post-it Responses

## Whole-Class Feedback

Using a one-page sheet/grid, instead of marking every book closely and writing individual comments on every book, teachers read every book and only make the minimum number of interventions: e.g. question marks, any SPaG marking codes agreed, comments for that particular pupil based the knowledge of their effort, etc.

As the teacher reads the books, they jot down notes using the marking and feedback grid to highlight excellent work/effort, common problems, misconceptions, missing work, absences, common keyword issues, etc. The next lesson begins with this feedback being shared with the whole group, which can be done in a number of ways. The pupils then act on this feedback before moving on.

## Foundation Stage

Within EYFS, the statutory framework states that 'Assessment plays an important part in helping parents, carers and practitioners to recognise children's progress, understand their needs, and to plan activities and support. Ongoing assessment (also known as formative assessment) is an integral part of the learning and development process. It involves practitioners knowing children's level of achievement and interests, and then shaping teaching and learning experiences for each child reflecting that knowledge.'

Feedback will be within the learning opportunities and activities, throughout questioning and interaction with the child. Feedback will also take place in the format of mini plenaries, celebrating successes and ways to improve. Next steps will then be reflected in planning and assessments and shared with the child verbally if appropriate.

When used in Learning Journeys and on Tapestry our electronic assessment system, written comments are to provide a commentary about the learning context and have positive comments that reflect the child's achievements. Work will be annotated with the initial letters T, I, G, S used to reflect the level of support, in line with the school policy.

Chair of Governors:

Mrs A Lowry

Headteacher:

Mr J Gilbert

Date of next review: November 2024

# Presentation Expectations

## Ashton Hayes Primary School

'Aspire to be Amazing'

### General Presentation Principles

- All work is dated and titled using the 'I can...' framework and the handwriting font
- Use a ruler for all straight lines
- Years 3 to Year 6 write using a black pen in all subjects, except mathematics
- Reception to Year 2 write using a sharp pencil
- Self and peers assessment in **green pen**, including mathematics books
- Marking text **must** be written in line with the adopted school's handwriting policy
- Photocopied worksheets must be used as a minimum. If used these must be pre-cut by an adult to avoid children cutting out
- The margin is used for marking only
- Sharp pencils to be available at all times – children do not sharpen pencils in lessons

### Presentation in Mathematics

- One digit per square 

|   |   |   |
|---|---|---|
| 6 | 8 | 7 |
|---|---|---|
- Miss two lines under and to the right of each vertical calculation

|   |   |   |   |  |  |   |   |   |   |
|---|---|---|---|--|--|---|---|---|---|
|   | 1 | 8 | 1 |  |  |   | 1 | 5 | 8 |
| - |   | 5 | 7 |  |  | - |   | 3 | 2 |
|   | 1 | 2 | 4 |  |  |   | 1 | 2 | 6 |
|   |   |   |   |  |  |   |   |   |   |
|   |   |   |   |  |  |   |   |   |   |

- Miss one line under each horizontal calculation
- Pencil to be used – no rubbers – one line to cross out
- Use a ruler for all straight lines
- Photocopied worksheets must be used as a **minimum**. If used these must be pre-cut by an adult to avoid children cutting out. If using a pre-prepared frame for calculations ensure these are suitable for children to use
- Draw a margin 3 boxes in from the edge

### Presentation in English

- Write on every second line – feedback on alternate lines
- Handwriting to be taught 3x a week up to Year 4. All children to be consistently joining letters by the end of Year 2
- Photocopied worksheets must be used as a minimum. If used these must be pre-cut by an adult to avoid children cutting out. Worksheets must not be stuck into the margin