

# St Paul's C of E Primary School

Life in all its fullness

## Feedback policy

Created: September 2020

Reviewed: January 2024

*'Life in all its fullness' John 10:10*

- *We nurture a passion for wisdom so everyone can realise their full potential*
  - *We respect and love everyone as individuals*
  - *We celebrate and serve our diverse community*

*The three core Christian values of wisdom, love and welcoming community, form the basis of work in our school community*

## Feedback Policy

*'The most powerful single modification that enhances achievement is feedback. The simplest prescription for improving education has to be dollops of feedback'. Professor John Hattie*

### Ethos

At St Paul's (VA) Primary School, we recognise the importance of feedback as a fundamental aspect of teaching and learning. Our policy for feedback is informed by evidence-based action research into the best practice of verbal feedback, to facilitate pupil progress. The research and policy are underpinned by literature from key experts and theorists on the subject of effective feedback.

The ethos of this policy is to adhere to the principles that feedback should be *Motivating, Manageable and Meaningful* (EEF, 2016) for the pupil and for the teacher.

*Teacher Feedback to Improve Pupil Learning (EEF, June 2021)*

### Key Principles

- The sole focus of feedback should be to further pupil's learning
- Feedback should be specific, accurate and clear
- Feedback should relate to the learning objective and success criteria, which needs to be shared with pupils
- Feedback should be delivered closest to the point of action is most effective and such feedback delivered in lessons is more effective than comments provided at a later date
- Feedback should extend a pupil's understanding or ability to do something
- Feedback is part of the school's wider assessment process which aims to provide an appropriate level of challenge to pupils in lessons, enabling them to make good progress
- All pupils' work should be reviewed by the teachers at the earliest appropriate opportunity to impact future learning.
- All work in books should be acknowledged by the class teacher in some form (see codes in appendices)
- Evidence of marking and feedback is incidental to the process; we do not provide additional evidence for external verification

**Alongside the key principles, for effective feedback to take place the following must occur:**

- Pupils must understand what they are learning
- Pupils are given opportunities to discuss their work in relation to the learning objective
- Pupils are given opportunities to improve

## Intent

Within these principles, our aim is to ensure that pupils are provided with timely and purposeful feedback that furthers their learning, enabling them to become reflective learners and helping them close the gap between what they are doing well now and what they are aiming to achieve.

Due to the changing nature of feedback, this policy will be reviewed annually.

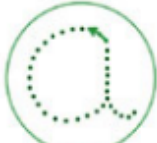
## Feedback in practice

### Introduction to learning

Every lesson will have a learning objective and success criteria. All learning objectives should be de-contextualised to enable pupils to transfer skills. The success criteria can be generated collectively with the children in the lesson or it can be provided by the class teacher at the beginning of the lesson. There are two types of success criteria: compulsory, which consists of rules or choice, which is made of tools that pupils can choose to use. Feedback should be linked first and foremost with the learning objective and success criteria.

### Example of Success Criteria (compulsory rules)

ENGLISH

|                                                                                     |                                                                                     |                                                                                     |                                                                                     |                                                                                      |                                                                                       |                                                                                       |
|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Date:                                                                               | Monday 15 <sup>th</sup> January 2024                                                | I                                                                                   | AS -                                                                                | AS +                                                                                 | AL                                                                                    |                                                                                       |
| LO                                                                                  | We are learning how to                                                              |                                                                                     |                                                                                     |                                                                                      |                                                                                       |                                                                                       |
| Success Criteria                                                                    |                                                                                     | I can                                                                               |                                                                                     |                                                                                      |                                                                                       |                                                                                       |
|                                                                                     |                                                                                     | I can                                                                               |                                                                                     |                                                                                      |                                                                                       |                                                                                       |
|                                                                                     |                                                                                     | I can                                                                               |                                                                                     |                                                                                      |                                                                                       |                                                                                       |
|  |  |  |  |  |  |  |

Pedagog symbols can be replaced with pictorial symbols (WS), or removed as below.

|                  |                                      |       |      |      |    |
|------------------|--------------------------------------|-------|------|------|----|
| Date:            | Monday 15 <sup>th</sup> January 2024 | I     | AS - | AS + | AL |
| LO               | We are learning how to               |       |      |      |    |
| Success Criteria |                                      | I can |      |      |    |
|                  |                                      | I can |      |      |    |
|                  |                                      | I can |      |      |    |

### Example of 3 Star challenge (choice success criteria)

ENGLISH

|                  |                                                                                   |   |                                                                                   |      |                                                                                     |
|------------------|-----------------------------------------------------------------------------------|---|-----------------------------------------------------------------------------------|------|-------------------------------------------------------------------------------------|
| Date:            | Monday 15 <sup>th</sup> January 2024                                              | I | AS -                                                                              | AS + | AL                                                                                  |
| LO               | We are learning how to use noun phrases to write a space log.                     |   |                                                                                   |      |                                                                                     |
| Success Criteria |  |   |  |      |  |
|                  |                                                                                   |   |                                                                                   |      |                                                                                     |
|                  |                                                                                   |   |                                                                                   |      |                                                                                     |
|                  |                                                                                   |   |                                                                                   |      |                                                                                     |

### Example of Success Criteria (compulsory rules)

MATHS – amend stars to reflect work given OR circle stars to indicate work completed

|                  |  |   |      |      |                                                                                     |
|------------------|--|---|------|------|-------------------------------------------------------------------------------------|
| Date:            |  | I | AS - | AS + | AL                                                                                  |
| LO               |  |   |      |      |  |
| Success Criteria |  |   |      |      |                                                                                     |
|                  |  |   |      |      |                                                                                     |
|                  |  |   |      |      |                                                                                     |

Example  
of Success  
Criteria

### (compulsory rules)

GENERAL

|                  |  |  |
|------------------|--|--|
| Date:            |  |  |
| LO               |  |  |
| Success Criteria |  |  |
|                  |  |  |
|                  |  |  |

### Example of Success Criteria (compulsory rules)

SCIENCE

|                        |                                                                                     |  |  |  |  |  |
|------------------------|-------------------------------------------------------------------------------------|--|--|--|--|--|
| Date:                  |                                                                                     |  |  |  |  |  |
| LO                     |                                                                                     |  |  |  |  |  |
| Steps to success       |  |  |  |  |  |  |
|                        |  |  |  |  |  |  |
|                        |  |  |  |  |  |  |
| Working scientifically |                                                                                     |  |  |  |  |  |
| Vocabulary             |                                                                                     |  |  |  |  |  |
|                        |                                                                                     |  |  |  |  |  |

### What should feedback look like in the classroom?

- Dialogue- everyone discussing their learning and how to improve it
- Learning continually being evaluated and adapted
- Pupils are clear about where they are now, what they are aiming for and how to close the gap between the two
- Pupils as active learners
- Questioning between pupil and teacher
- Ongoing modelling, and or coaching of peer and self-assessment

## **Feedback strategies**

There will be different types of feedback including:

- Verbal 'in the moment'
- Peer to Peer
- Self
- Pupil to teacher

### **Verbal in the Moment Feedback**

Through pupil interviews, work scrutiny and observation, it has been established that verbal feedback is the most effective form of feedback in helping the child to understand where they have been successful and what they need to do next to improve.

Pupils should be able to articulate how they can improve a piece of learning and apply this to another piece of work, after verbal feedback has been given. The teacher or the pupil may want to record a code/note in the margin to remind the pupil what was said during the discussion.

Responsive teaching comments could include:

- A reminder prompt (e.g. 'What else could you say here?')
- A scaffold prompt (e.g. 'What was the dog's tail doing? 'The dog was angry so he ....., 'Describe the expression on the dog's face')
- An example prompt (e.g. 'Choose one of these or your own: He ran round in circles looking for the rabbit/The dog couldn't believe his eyes')

*Hattie, J. and Clarke, S. (2019) 'Visible Learning Feedback'*

### **Peer to Peer**

This approach provides pupils with the opportunity to reflect on their own targets in more detail and develop their language of learning. Peer feedback could be used mid-lesson or at the end of a lesson. Pupils need to be trained to do this through modelling. Pairings need to be monitored and selected by the teacher. Dialogue between pupils should be encouraged and feedback sentence stems provided (see Appendix 2).

### **Self-Assessment**

This is completed during the lesson. Self-marking provides pupils with immediate feedback, enabling them to make corrections, check methodology, seek advice or support and make improvements while the objective is most relevant. We encourage

daily mathematics self-marking to take place, giving the teacher time to use this feedback to plan the next lesson effectively.

Assessing their own work allows pupils time to reflect upon their progress towards achieving the lesson objective and helps them to take ownership over their learning. For effective self-review (especially in writing focused lessons) pupils should assess against the success criteria.

Self and peer assessed work will be acknowledge marked by the teacher.

### **Pupil to teacher feedback**

Pupil voice is an important form of feedback therefore pupils have the opportunity to give post-lesson feedback. This could be an evaluation of lessons or learning, an exit card or a lesson reflection.

### **Purple Pens**

Where appropriate, pupils respond to all methods of feedback by improving their work, indicated by the use of the 'purple pen'. They also use their purple pen to edit work.

KS2 pupils can also request feedback at the end of the lesson using purple pen.

Teachers are encouraged to use their professional judgement to determine which approach they feel is most appropriate to facilitate and positively impact pupil progress.

### **Feedforward**

Post lesson, teachers may sort pupils work to identify the next step needed to enable progress. This will inform planning and pupils may be grouped depending on their needs and next steps.

Pupil's books to be sorted into three piles:

- Re-teach
- Consolidate
- Extend

Feedforward sheets should be relevant to the context of the task and should allow the teacher to support good or better pupil progress.

### **Strategies for marking Foundation Stage Curriculum**

All teachers to use green pen

Codes will be used for:

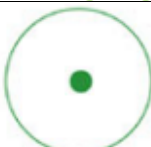
- CI- child initiated
- AI- Adult initiated
- I- Child has worked without any adult support
- AS- child has worked with adult support

These codes can also be used as part of the success criteria for children in KS1 and KS2 to monitor the amount of independent work the children can complete.

- Work will be dated and annotated
- Long observations will identify next steps to inform future planning and learning objectives
- Feedback will be verbal at the time of the activity

**Feedback codes KS1**

- All teachers to use green pen
- Pupils to use purple pen to edit, improve and respond

|                                                                                         |                                                                    |
|-----------------------------------------------------------------------------------------|--------------------------------------------------------------------|
| <b>Pink Highlighter</b>                                                                 | Met the learning objective                                         |
| <b>Green Highlighter</b>                                                                | Area to improve                                                    |
|        | Full stop                                                          |
|  or CL | Capital letter                                                     |
|        | Look at the letters, make the sounds and blend the sounds together |
| Λ                                                                                       | Missing word                                                       |
|       | Finger spaces                                                      |

**Feedback codes KS2**

- All teachers to use green pen
- Pupils to use purple pen to edit, improve and respond

|                                                                                     |                                                                               |
|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|
| <b>Pink Highlighter</b>                                                             | Met the learning objective                                                    |
| <b>Green Highlighter</b>                                                            | Area to improve                                                               |
| <b>Sp</b>                                                                           | A spelling mistake of a word that I should know how to spell                  |
| <b>P</b>                                                                            | Punctuation missing                                                           |
| <b>G</b>                                                                            | Grammar                                                                       |
| <b>T</b>                                                                            | Check tense                                                                   |
|  | Add more arrow                                                                |
| Λ                                                                                   | Missing word                                                                  |
| ✓                                                                                   | In my self-assessment, I think I have partially achieved the success criteria |
| ✓✓                                                                                  | In my self-assessment, I think I have fully achieved the success criteria     |

## Editing codes

These codes are used when an extended, independent piece of writing has been distance marked. Pupils use this code to edit their work independently. This may be done through the use of editing stations.

|           |                                                                                                                                   |
|-----------|-----------------------------------------------------------------------------------------------------------------------------------|
| <b>E1</b> | Spelling, punctuation or grammatical errors. The number of errors to find are written by the teacher and pupils need to find them |
| <b>E2</b> | A starred sentence to show it needs to be edited or re-written                                                                    |
| <b>E3</b> | A paragraph to be re-written using an editing flap                                                                                |

When pupils use the editing stations they should be paired up mixed ability and engage on co-operative editing and feedback. Pupils will read and discuss one of their pieces of work together (only one book between them). Together decide the best bits, identify any errors and make improvements.

## Appendix 2

### Peer Feedback: sentence stems

|                                                                                                                                                                         |                                                                                                                                                                                                                                                                                            |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|   | <b>Tell them something you like:</b> <ul style="list-style-type: none"><li>• From the success criteria I can see that you have used...</li><li>• You have used.... well</li><li>• Brilliant use of ....</li><li>• Our learning objective is .... and you have shown this by ....</li></ul> |
|   | <b>Ask a question:</b> <ul style="list-style-type: none"><li>• How could you up level....?</li><li>• Why have you put....?</li><li>• Could you use....?</li><li>• Where is ....?</li></ul>                                                                                                 |

|                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                               |
|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <p><b>Give the writer a positive suggestion:</b></p> <ul style="list-style-type: none"> <li>• Think about adding...</li> <li>• Try using (refer to LO and SC) in your second sentence...</li> <li>• Could you use a (consider sentence structure/ punctuation) here...?</li> <li>• I like the adjective you have used in your opening sentence. Do you think you could improve it?</li> </ul> |
|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Feedback sheet to be stuck under the pupil's work



|                                                                                     |                                                                       |
|-------------------------------------------------------------------------------------|-----------------------------------------------------------------------|
|    | <p>Tell them something you like:</p> <hr/> <hr/> <hr/> <hr/>          |
|    | <p>Ask a question:</p> <hr/> <hr/> <hr/> <hr/>                        |
|  | <p>Give the writer a positive suggestion:</p> <hr/> <hr/> <hr/> <hr/> |
| <p>My name is _____ and I assessed _____</p>                                        |                                                                       |