

Kingsley Primary School Feedback Policy



Assessment coordinator: Craig Robinson
Latest review: September, 2018.

Key Information

<u>Persons with responsibility</u>	<u>Key Legislation</u>	<u>Log of policy reviews</u>
John Vale (Chair), Olwyn Hart, Julie Hanson and Julie Vale (Core Governors) John Vale (Assessment link governor) Alison Darby (Head Teacher) Kendra Robinson (Deputy head, NQT coordinator and Y3/4 team leader) Carole Allott (Deputy head and whole school data) Craig Robinson (Assessment Coordinator, Assistant head and Y5/6 team leader) Jill Ord (Assistant head and Y1/2 team leader) Caroline Hodgson (Assistant head and EYFS leader) Subject coordinators Classroom teachers Teaching assistants	Final Report of the Commission on Assessment without Levels (Sep 2015) Purposes and Principles of Assessment without Levels. <u>Documents consulted</u> Previous policy (2015) Assessment policy (2016) Marking and assessment policies from 'outstanding' schools, e.g. Kingston Upon Thames. Ofsted and...marking and feedback (The School Bus, 25.8.16) Growth Mindset Feedback – Mindset Works (www.mindsetworks.com).	Previous policy implementation: June 2015 Edit marks and reading log guidance adapted (October 2015) Next step marking and indicating levels of support adapted (November 2016) Format development and overall conciseness improved. Adaptations to approach edit marks, aims and principles, – October 2016. Appendices added: June 2017. Review 12.9.18: - Changed the name to feedback policy (pg. 1) and adapted terminology throughout (marking – written feedback); - Crossing off edit marks (pg 7); - Added the use of I, G and S in EYFS (pg5); - Review and update of principles and aims in line with growth mindset developments, including the inclusion of philosophy (pg. 3); - New section added: verbal feedback (pg. 4); - Adaptations to examples – growth mindset (pg. 11); - Maths – No Problem! (pg. 9) - New appendices added – Growth Mindset Feedback (pgs. 11 and 12).
<u>Date of approval:</u>	<u>Signed (head teacher):</u>	<u>Signed (deputy heads):</u>

Aims and Principles

<u>Feedback</u>	What do we mean by feedback? Feedback is information provided by an agent (e.g., teacher, peer, book, parent, experience) regarding aspects of one's performance or understanding. It occurs typically after instruction that seeks to provide knowledge and skills or to develop particular attitudes... Feedback is among the most critical influences on student learning. (Hattie & Timperley, 2007)		
<u>Philosophy</u>	The best feedback you can give your pupils will be the feedback that provides them with the most helpful information. (Hymer & Gerhson, 2014) • <u>Feedback should be corrective.</u> This means that feedback should provide children with: an explanation of what they are doing incorrectly and correctly or sufficient information for them to identify their own mistakes and successes. Feedback should always move the learning forward and never be simply a platitude. Feedback should also be delivered in way that supports a growth, rather than a fixed, mind-set. • <u>Feedback should be timely.</u> Feedback given immediately after a formal demonstration of learning is the most effective. The longer a teacher waits to give feedback, the less improvement there is in achievement. Our aim is to provide feedback in real-time as much as possible and reduce the amount of time teachers spend on onerous 'marking'. We aim for all feedback to be purposeful and used to move learning forward. • <u>Feedback should be criterion-referenced.</u> Feedback should be centred on the success criteria for the learning at the time, however teachers should use their judgment to feedback on other areas relating to the learning.		
<u>Aims and principles related to our philosophy</u>	We aim to: • Provide consistency and continuity in marking throughout the school so that children have a clear understanding of teacher expectations; • Use the marking system as a tool for formative on-going assessment; • Improve standards by encouraging children to maximise effort and improve their last piece of work; • Develop children's self-esteem by praising the effort they have committed to achieving their outcome. Effective feedback should also: <table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top;"> • Be constructive; • Inform future planning/targets; • Follow the school handwriting policy; • Be accessible and inclusive; </td> <td style="vertical-align: top;"> • Relate to basic Literacy and/or Mathematical skills; • Be responded to; • Demonstrate good subject knowledge; • Be consistent across ALL subjects. </td> </tr> </table>	• Be constructive; • Inform future planning/targets; • Follow the school handwriting policy; • Be accessible and inclusive;	• Relate to basic Literacy and/or Mathematical skills; • Be responded to; • Demonstrate good subject knowledge; • Be consistent across ALL subjects.
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Verbal Feedback (Marking) Expectations

These are the various different modes used – the frequency of each type will depend on the age and development of each child.

As students begin to work on their learning objectives, growth minded language guides and motivates them to ensure that they remain **persistent**, **resilient**, and **focused** on the process of learning. It is important to give learners feedback about their progress and their results so they can specifically see their growth.

Verbal feedback to an individual child	Teachers and teaching assistants should be constantly giving verbal feedback to individuals throughout learning time. This could be very brief or it could be more in-depth: • Brief feedback does not need to be recorded – it is evident all the time during teaching. However, records of key formative assessments may be kept (post-it notes, annotated planning etc.) in order to effectively inform future teaching and learning. • More in-depth individual feedback can be recorded simply using the VR written notation (see page 6). There is no need to record the details of the feedback given – the evidence is seen from the improvement in the child's work.
Verbal feedback to group of children	Teachers may speak to a whole group – mixed or grouped according to their prior attainment – to give them feedback as a whole. Again, very brief feedback does not need to be recorded, but more focussed time with a group should be demarcated using the VR written notation.
Verbal feedback to whole class	This is presented in various forms, for example: general misconceptions in a spelling activity which could then lead a more in-depth analysis through self or peer-assessment. There is no need for the teacher to record this on the child's work.

Written Feedback (Marking) Expectations

These are the various different modes used – the frequency of each type will depend on the age and development of each child.

A blue pen is used to provide written feedback throughout the school.

EYFS:

Feedback to children	Verbal – in line with the rationale.
Written assessments *See appendix A for examples	Purpose: - to record progress and inform next steps; - for adult reference only. Recording: - a written comment related to the objective; - the development matters code; - Assessments of written work is recorded with the work in books; - Observational assessments are recorded on post-it notes and are kept in individual learning journeys. - I, G and S are used to indicate the level of support provided (see 'level of support' – page 5).

KS1 and KS2

General expectations

Basic standards	High expectations are established and maintained through marking and follow up in areas such as: - Handwriting; - Attitude/ effort; - Underlining; - Number formation; - Spellings; - Basic grammar.		
Specific feedback	✓ = correct	X = incorrect	 = correction required

Teacher Response (see appendix B for examples).

Marking/ feedback strategy	Recording			Dependent factors
Objective	 = Objective achieved Additional positive reinforcement can be used accordingly, e.g. Excellent work. Well done!  Smiley face can be used in KS1.	 = Objective not achieved	 = Objective partially achieved	- Constructive comments related to the objective can be used when necessary; - Precise titles to work that sufficiently reflect the objective; - is followed by most appropriate next step; - Checklists for writing objectives; - Mathematical problems stuck in.
Verbal	 20.10.16 CR = Dated verbal feedback + adults initials			- Verbal feedback is an embedded practice through our teaching and learning. This written response is only used when more extensive feedback is required. - Follow up (corrections/ next steps) completed accordingly.
Level of support	 = Independent (to be used when independence is not obvious).	 CR = Guided + adults initials	 CR = Supported + adults initials	- Used to inform next steps, e.g. an consolidation task/s to follow supported work; - Informs effective, future deployment of support.
Peer assessment	 JB = Peer marking + the initials of the peer.			- Teacher modelling of expectations; - High expectations for presentation, grammar, spelling etc. - Positive points and development points are encouraged;
Next step	Challenge Try this ...	Explain... Correct...	Show me... Edit...	- Appropriate, purposeful use; - Follow up feedback.
Interventions	<u>20.10.16</u> <u>CR Intervention</u> Date of the intervention and lead adult initials underlined. Bullet points summarising assessments can be used, with the purpose of communicating with the class teacher.			- Evidence recorded in children's books; - Class teachers use feedback to identify next steps.

Pupil Response

Self assessment	- Frequent opportunities are provided for children to mark their own work; - Teachers assess the optimum level of scaffolding required for individual children to complete this; - Children are encouraged to identify areas where they have struggled by writing H for HELP in their books.																						
Recording	- In KS2, it is an expectation that children respond to marking by acknowledging their understanding with their initials. - All pupil responses (to the marking/ feedback strategies highlighted above) need to be completed in a green pen. Exceptions: - All handwriting follow up is completed using a pencil; - There are isolated cases whereby using a green pen for corrections is not suitable e.g. visual impairments, dyslexia etc. Alternative approaches are adopted in accordance with the needs of each individual.																						
Editing writing	<u>Marking key</u> <table> <tr> <th>Code</th><th>Explanation</th></tr> <tr> <td>O</td><td>Capital letter missing or incorrectly used</td></tr> <tr> <td>X</td><td>Full stop missing or incorrectly used</td></tr> <tr> <td>—</td><td>Spelling mistake</td></tr> <tr> <td>T</td><td>Tense error</td></tr> <tr> <td>P</td><td>Punctuation missing or used incorrectly</td></tr> <tr> <td>E</td><td>Edit – look at this sentence again</td></tr> <tr> <td>//</td><td>New paragraph</td></tr> <tr> <td></td><td>Can you improve this word?</td></tr> <tr> <td>^</td><td>Missing word</td></tr> <tr> <td>©</td><td>Please correct this</td></tr> </table> - Improving writing is promoted and developed through marking; - It is also consistent throughout the curriculum in all exercise books; - Editing marks are introduced to children in Y2; - These are used to develop/ scaffold children's ability to edit their writing; - Children are taught how to use the edit marks to improve their writing. 1:1 support is provided accordingly; - The purpose of this system is to progressively develop each child's ability to edit independently. Therefore, as a child's editing skills increase, the level of support (volume and frequency of edit marks) decreases; - To encourage independence further, children are encouraged to use logical thinking e.g. crossing off edit marks as they respond to them. - To scaffold this process, edit marks are replaced with focused, personalised targets, which the children use to review and edit their writing.	Code	Explanation	O	Capital letter missing or incorrectly used	X	Full stop missing or incorrectly used	—	Spelling mistake	T	Tense error	P	Punctuation missing or used incorrectly	E	Edit – look at this sentence again	//	New paragraph		Can you improve this word?	^	Missing word	©	Please correct this
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Reading Logs

General	- Marking in reading logs follows the teacher and pupil response expectations above - Additional teacher response strategies are used (see below).				
Phonics	- In KS1, teachers record the phonics progress of each child on a tracking sheet, which is kept in their Literacy planning file. - In KS2, individual children who have not met the expected standard by the end of KS1, have a phonics tracking sheet stuck in to the back of their reading log. - The tracking sheets are updated frequently.				
Guided reading *See appendix C for examples.	- Codes linked to age related attainment outcomes for reading are recorded in the margin to signpost the objective/s of the session. - The level of understanding is recorded by stating the support required: - G = guided - S = supported. - Expected understanding is recorded as a code with no reference to support. - Additional written comments (in line with aforementioned expectations) are in addition to the information provided by the codes. The codes are:				
	W = Word reading	C = Comprehension	I = Inference	L = Language for effect	T = Themes and conventions
Individual reading sessions	Marking/ recording priorities: - Pace/ fluency of reading; - Page numbers; - Updating phonic tracking records; - Unknown/ new vocabulary to follow up in subsequent sessions; - Concise, specific comments on achievements and areas to improve; - Coding (see guided reading above) when appropriate (teachers only).				

Mathematics

There are some subject specific considerations relating to providing feedback in mathematics (in addition to the aims and principles – pg. 3 – and the growth mindset feedback – appendix D).

Journals	Journals are a record of each child's learning journey in mathematics. Children use their journal to respond to a variety of tasks during the different stages of a mathematics lesson: exploration, guided practice and journaling. Some of these task are set by the teacher as part of the lesson and others are a result of independent choices by each child. Expectations are listed in the front of every journal (see appendix E). Written feedback is dependant on the nature of the task: - When a task is set by the teacher, written feedback should be in line with the guidance on pages 5 and 6. - When the work in a journal is the result of independent choice, the level of written feedback is decided at the discretion of the teacher. For example: during an exploration task... ...a teacher may choose not to provide written feedback (in response to the jottings recorded by a child) as verbal feedback was provided during a structured discussion. ...a teacher may identify a misconception in a child's informal jottings and decide that written feedback is needed.
Workbooks	Also known by teachers as 'independent practice'. For each Maths – No Problem! lesson, the children are required to complete a workbook activity: - The purpose of this activity is to assess each child's learning in relation to the lesson objective. - They are designed to challenge understanding through expertly designed variation. - Children should complete these activities independently. In order to provide 'timely feedback' (see philosophy, pg. 3), teachers and/or teaching assistants use ipads stating the answers. They circulate the classroom and provide 'real-time' written (mainly ticks and crosses) and/or verbal feedback. Maintaining challenge is vital – particularly when misconceptions are identified. Teachers and teaching assistants may choose to identify which questions need to be corrected or they may increase challenge by using comments, such as: "You have made 2 errors on that page. Can you find them and correct them?" Children are then provided the opportunity to independently correct their errors within the same lesson. If the misconception remains, the teacher will use this formative assessment to inform subsequent learning opportunities e.g. the need for intervention, the need for scaffolding through revisiting the concrete or pictorial stage etc. The aim in each lesson is for children to begin the workbook activity when they have sufficiently mastered the key concepts of the lesson. Therefore, when a child completes the task without (or rarely) displaying misconceptions (e.g. all answers ticked) this identified as a key assessment opportunity and not a lack of challenge. However, in many of these cases, the opportunity to 'go deeper' will be provided through journal activities.

Appendices

Appendix A		Date of observation. 20.10.16	
Comment to record assessment of written work in the child’s exercise book.	 XXXX used capital letters, finger spaces and full stops. He could read out each sentence accurately.	Comment to record assessment of observation on a post-it note (kept in the child’s learning journey).	XXXX could identify a circle, square, triangle, rectangle and pentagon today based on their properties.
Code/s from Development Matters.	W6i, ELG 1, 2, 3, 4.	Code/s from Development Matters.	SSM6a, 6b, ELG 3.
Appendix B: **Note: these are only examples; different combinations of coding can be used accordingly.			
Objective achieved. Additional praise.	 ✓ Congratulations – your efforts paid off!	Objective partially met. Corrections needed.	 –  needed.
Objective achieved. Next step challenge furthers learning.	 ✓ Great effort – can you go deeper? Explain why all the answers are odd.	Objective not met. Verbal feedback provided.	 X  20.10.16 CR
		Objective met but with support.	 ✓  CR
Appendix C (assessments are recorded in the margin below the date).			
Expected year 1 word reading. 1W	Expected year 3 comprehension. 3C	Support needed to meet Y6 inference objective. 6I 	
Support needed to meet Y1 inference objective 1I 	Expected year 3 language for effect. 3L	Support needed to meet Y6 language for effect objective. 6L 	
		Guidance needed to meet Y6 themes and conventions objective. 6T 	
Subsequent sessions should focus on development of inference skills.	This would provide reliable evidence towards a summative assessment of ‘Year 3 Expected (3D).	Evaluation of accurate differentiation is needed and/ or support/ intervention to correct misconceptions.	

Appendix D

Examples of Growth Mindset Feedback:

When they struggle despite strong effort

- OK, so you didn't do as well as you wanted to. Let's look at this as an opportunity to learn.
- What did you do to prepare for this? Is there anything you could do to prepare differently next time?
- You are not there/here yet.
- When you think you can't do it, remind yourself that you can't do it yet.
- I expect you to make some mistakes. It is the kinds of mistakes that you make along the way that tell me how to support you.
- Mistakes are welcome here!
- You might be struggling, but you are making progress. I can see your growth (in these places).
- Look at how much progress you made on this. Do you remember how much more challenging this was (yesterday/last week/last year)?
- Of course it's tough –school is here to makes our brains stronger!
- If it were easy you wouldn't be learning anything!
- You can do it – it's tough, but you can; let's break it down into steps.
- Let's stop here and return tomorrow with a fresher brain.
- I admire your persistence and I appreciate your hard work. It will pay off.
-

• When they struggle and need help with strategies

- Let's think about how to improve (the accuracy of) this section/paragraph/sentence/word choice/logic/description/problem/calculation.
- Let me add new information to help you solve this....
- Here are some strategies to figure this out.
- Describe your process for completing this task.
- Let's do one together, out loud.
- Let's practice (skill) so we can move it from our short-term to our long-term memory.
- Just try – we can always fix mistakes once I see where you are getting held up.
- Let me explain in another way with different words.
- What parts were difficult for you? Let's look at them
- Let's ask ----- for advice—s/he may be able to explain/suggest some ideas/recommend some strategies.
- Let's write a plan for practicing and/or learning.

- **When they are making progress**
 - Hey that's a tough problem/task/concept that you've been working on for a while. What strategies are you using?
 - I can see a difference in this work compared to . You have really grown (in these areas).
 - I see you using your strategies/tools/notes/etc. Keep it up!
 - Hey! You were working on this for a while and you didn't quit!
 - Your hard work is clearly evident in your process/project/essay/assignment.

- **When they succeed with strong effort**
 - I am so proud of the effort you put forth to/in/with ...
 - I am very proud of you for not giving up, and look what you have to show for it!
 - Congratulations – you really used great strategies for studying, managing your time (behavior, etc.).
 - I want you to remember for a moment how challenging this was when you began. Look at how far you have come!
 - All that hard work and effort paid off!
 - The next time you have a challenge like this, what will you do?
 - What choices did you make that you think contributed to your success?
 - It's exciting to see the difference in your work now when I compare it to your earlier work.
 - I can see you really enjoyed learning.

- **When they succeed easily without effort**
 - It's great that you have that down. Now we need to find something a bit more challenging so you can grow.
 - It looks like your skills weren't really challenged by this assignment. Sorry for wasting your time!
 - I don't want you to be bored because you're not challenging yourself.
 - We need to raise the bar for you now.
 - You're ready for something more difficult.
 - What skill would you like to work on next?
 - What topic would you like to learn more about next?

Taken from Mindset Works ® EducatorKit – Tools for Teachers

Appendix E

<u>This is my journal.</u> I will use this book to complete tasks set by my teacher/ teaching assistant, like: journal activities and answers to guided practice. I know that I can also use this book to record my mathematical thinking at any time. Whenever I choose to do this, I will always write the date and use the heading <u>Jottings</u>.		
✓ You WILL see: • Mistakes • Mistakes crossed out neatly • Different ways of solving the same problem. • Formal methods. • Pictorial representations: bar models, pies, chocolate bars, part-part-whole models etc. • Trials, errors and improvements. • Words and sentences to explain my understanding. • Final answers presented clearly. • Numbers formed correctly. • Only 1 digit in each square. • Every piece of work with a date and title. • Every date and title underlined. • My best effort with spellings.	✗ You WON'T see: • Lots of correct answers without evidence of my thinking. • Only one way of solving every problem. • Mistakes scribbled out. • The use of a rubber. • Missing dates and titles. • Messy dates and titles. • 1 letter in each square when I write words and sentences.	