



Heronsgate Primary School

Feedback on Learning Policy

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Introduction

At Heronsgate Primary School, we prioritise providing all pupils with regular, quality feedback on their learning in all areas of the curriculum. We recognise the importance of ensuring that staff agree, adopt and maintain a consistent approach to feedback. Educational research highlights the positive gains that good quality feedback can have on children's progress in school; a review of research by the Education Endowment Foundation has found that feedback has very high effects on learning, including an improvement of an additional 8 months' progress for children. Therefore we want to ensure that effective feedback is a key part of the teaching and learning cycle across our school and that the impact of feedback is evident in the children's learning and progress.

Quality feedback includes:

- Verbal feedback
- Self-assessment
- Peer-assessment
- Focus group teaching
- Whole-class feedback/re-teaching
- Written marking, including identifying children's progress against the learning intention, using coded feedback and written next steps
- Giving children the opportunity to correct their own mistakes and reflect on where they went wrong

Aims

Through our feedback on learning policy we aim to:

- Ensure that children are regularly informed, both orally and in written form, about what they are doing well and what they need to improve
- Provide children with the necessary steps to make improvements
- Praise children for their involvement in the learning process and consequently motivate them to achieve their full potential
- Accelerate children's progress, both in individual lessons and over time
- Develop children to become independent and reflective learners
- Provide a clear rationale for our approach to marking and feedback
- Set out our agreed expectations for feedback, for teachers to refer back to
- Ensure that the time that teachers spend on feedback is worthwhile and impactful

Learning intentions and success criteria

Sharing the learning intention and success criteria provides the focus for feedback from teachers and other children, and for children's self-evaluation.

Learning intentions are shared with the children in every lesson. These are written in age-

appropriate language and based on the key learning taking place in the lesson. Feedback is then given according to how successfully the learning intention has been achieved.

Success criteria is either provided for or developed with the children and then modelled by the teacher where necessary to demonstrate how the learning intention can be achieved. Teachers use the term 'Steps to Success' when referring to success criteria. During the lesson success criteria may also be used in the following ways:

- to set expectations – visually displayed
- to act as a prompt to support learning – copies on tables as the children are working
- differentiated for different abilities - to ensure access to the curriculum
- to assess learning outcomes – in the form of a checklist (self, peer or adult)

Teacher marking and assessment

Teacher marking will be completed using green pen. Editing and responses to next steps will be done by the children in purple pen.

Verbal feedback

As a school, we place high value on the learning conversations that take place daily between staff and pupils. Building on the successful dialogue that takes place in our Early Years classrooms, we aim to ensure that teachers and children across all key stages recognise the high value we place on verbal feedback. Verbal feedback is a crucial part of the learning process, and happens continually through lessons in order for children to meet the learning intention. It is expected that children will receive regular verbal feedback across the curriculum, which may be individual, group-based or to the whole class.

Through our monitoring of the effectiveness of teaching and learning, we recognise that if a child has met the appropriately challenging learning intention, then this is a result of both high-quality teaching and targeted, insightful verbal feedback where needed. In order to best demonstrate the impact of this feedback, teachers will use the marking code 'VF' next to the piece of learning, along with a word or short phrase to summarise the content of the conversation e.g. 'full stops', 'counting on from the largest number' and where necessary, a model or scaffold to support the children as they continue. The impact of this conversation will be evident through corrections the child has made or the subsequent learning completed.

Self and peer assessment

Self and peer assessment are valuable tools which enable children to reflect on their learning, promote independence and develop critical thinking. When used, children will base their feedback on the clear success criteria which has been provided or created during the lesson.

For self assessment, children will do one of the following:

- complete a steps to success checklist, highlighting examples where appropriate
- complete a two stars and a wish evaluation

For peer assessment, children will complete a two stars and a wish evaluation, indicating their name to show who has given this feedback.

See Appendix B for examples.

English feedback

All English learning will be marked using LI met, LI not met or LI part met. Coded feedback will be used (see Appendix A). Success criteria in the form of a checklist (for children and the teacher) will be provided for all extended writing tasks.

The majority of feedback will be given in relation to extended writing tasks against the success criteria set.

Where appropriate, double ticks or a short positive comment which praises or encourages a particular aspect of the learning will be seen (e.g. 'Good use of a semi colon', 'Excellent choice of fronted adverbials').

Lessons marked LI met:

Children who regularly meet the LI will be challenged further with next steps.

Lessons marked LI not met and LI part met:

Where the success criteria has not been fully met, teachers will respond in one of the following ways:

- by giving individual verbal feedback or written next steps which are then acted on by the child
- carrying out focus group teaching
- re-teaching the whole class

We recognise that in order for every child to meet their full potential, different levels of feedback will necessary depending on the child. Some children will require more feedback than others over the course of a unit to ensure they meet the learning intentions. However, across the course of a week, it is expected that feedback will have impacted on children's learning in at least one of the following ways and this will be evident in their book:

- verbal feedback or written next steps during or after the lesson which relate to the success criteria
- working in a focus group or whole class re-teaching
- a next step set by the teacher as a further challenge

In the EYFS and early Year 1, feedback will predominantly be verbal, with a particular

focus on letter formation, finger spaces and capital letters. Once children are able to read written next steps, these will be provided when appropriate.

In addition to the above, in Key Stage 2, where careless mistakes in spelling, punctuation or grammar have been made, children are given the opportunity to edit their work and make improvements. Careless mistakes should not impact on the LI met/not met/part met judgement.

Spelling

The National Curriculum sets out the spelling expectations for each year group. When identifying incorrect spellings, teachers should select no more than five.

For children working within age-related expectations, teachers will mark spelling in the following ways:

- where ambitious vocabulary is used, teachers will note sp in the margin and write the correct spelling of the word above
- where the child has misspelled a word they should already know (a word/spelling rule that has been previously taught) they are expected to edit and correct this for themselves, with the support of sp coding (see Appendix)

For children working significantly below age-related expectations, teachers will consider the child's starting point and make their judgement on which words to correct or identify accordingly.

Years 1 and 2: sp will be used in the margin and the incorrect word underlined.

Children will use key word knowledge or phonics to correct these.

End of Year 2 and Year 3: sp will be used in the margin and the incorrect word underlined. If children are expected to need a dictionary to correct the word, teachers may provide the first three letters of the word, e.g. spr_____.

Year 4: sp will be used in the margin and the incorrect word underlined. Dictionaries may be used to correct if needed.

Year 5 and Year 6 (Autumn 1): sp will be used in the margin to prompt children to look for and correct a spelling on that line. Dictionaries may be used to correct if needed.

Year 6 (after Autumn 1): Children are expected to identify and correct misspelt words independently. Dictionaries may be used to correct if needed.

Maths feedback

Feedback in Maths should occur both during and after the lesson.

During the lesson:

It is expected that teachers use the guided practice to identify children who are struggling; these children then become a teacher/TA focus group for part of the lesson.

During independent learning, teachers circulate, giving immediate and incisive feedback to children to ensure that all make progress towards the learning intention. A note of any verbal feedback given (VF) is made in the child's book as and when it happens. This may include a note to show the content of the conversation or a model drawn/written by the teacher to scaffold the children's learning as they continue.

After the lesson:

All maths learning will be marked using LI met, LI not met or LI part met.

Where appropriate, double ticks or a positive comment which praises or encourages a particular aspect of the learning (e.g. 'Good use of partitioning', 'Great choice of method') will be seen.

Lessons marked LI met:

Children who regularly meet the LI will be challenged further through extension tasks.

Lessons marked LI not met and LI part met:

Teachers understand the difference between careless mistakes and misconceptions and that different feedback is needed for each of these.

Where the LI is part met because careless mistakes have been made, children are given the opportunity to correct their own mistakes and reflect on where they went wrong, e.g. reworking a calculation and, from Year 2 up, for one of the corrections, writing a sentence, e.g. 'I forgot to add the regrouped tens'.

Where the LI is part met or not met because there are misconceptions, teachers will respond in one of the following ways:

- by giving individual verbal feedback or written next steps which are then acted on by the child
- carrying out focus group teaching (including same day intervention)
- re-teaching the whole class

We recognise that in order for every child to meet their full potential, different levels of feedback will necessary depending on the child. Some children will require more feedback than others over the course of a unit to ensure they meet the learning intentions. However, across the course of a week, it is expected that children's learning will have been impacted in at least one of the following ways and this will be evident in their book:

- verbal feedback or written next steps during or after the lesson which relate to the success criteria
- additional teaching in a focus group or whole class re-teaching
- an extension task set by the teacher as a further challenge

In addition, children will be given opportunities to correct and (from Year 2 upwards) reflect on careless mistakes

Feedback in other subjects

As in Maths and English, we recognise that high quality teaching and targeted, insightful verbal feedback will enable most children to make progress in the lesson. Teachers closely monitor the work produced during the lesson, giving verbal feedback to ensure that children meet the learning intention.

We recognise that in order for every child to meet their full potential, different levels of feedback will necessary depending on the child. Some children will require more feedback than others over the course of a unit to ensure they meet the learning intentions. Higher ability children will be challenged through planned extension activities and this will be evident in their learning.

Learning in Exercise Books

There is no requirement for a written grade to be given. At the end of each half termly unit, teachers will review the children's learning and make a positive summative comment about what the child can do.

In Science, this positive comment should reference at least one skill and one subject content statement taken from Pupil Asset. In Year 6, a grading of Working Towards, Expected or Greater Depth will also be given.

In R.E. the positive comment should reference what the child has learnt 'about' and 'from' the religious topic.

Teachers must review all learning that is produced in a lesson. Teachers may use a written positive comment or double ticks if they are particularly impressed by an element of the learning. If a child has not met the learning intention, follow up must be evident in the form of a written or verbal next step, a focus group activity or whole class feedback. Where verbal feedback is given, this will be indicated by use of the VF marking code and a word, comment or diagram to summarise the conversation. The impact of this will then be seen in the child's work.

Extended writing produced in Foundation Subjects will be done in English books or subject books / folders as appropriate and marked in line with the English expectations. Success Criteria should be given and based on a combination of English and subject specific criteria.

Feedback on Digital Learning

The e-portfolio tools we use at Heronsgate (Showbie in KS2 and Seesaw in KS1) offer a range of powerful feedback tools for both pupils and teachers, such as:

- Voice notes

- Typed comments
- Annotations onto documents or images
- Group discussion
- Whole class or individual feedback

These, as well as verbal feedback, can be used in whatever way a teacher sees appropriate as a way to move children's learning on during a lesson as well as afterwards.

As with all subjects, all learning that is produced digitally must be looked at (and approved in Seesaw) by the teacher when it has been uploaded for the teacher to have a clear idea of the progress made and children who require further support. Please also remember that parents will have immediate access to children's learning if they have signed up for Parent Access. Feedback on digital learning in English or Maths must follow the expectations given in the policy above.

At the end of each half termly unit, teachers will review the children's learning and make a positive summative comment about what the child can do. On Showbie, this will be done using the grading tool. On Seesaw, this can be done with a note written for each child. Currently this would be done for the following subjects: Science, Computing and DT.

Evaluation

Monitoring of books will focus on monitoring of children's learning and teachers' adherence to this policy.

*Policy written January 2018.
To be reviewed January 2020.*

How your learning will be marked

KS1



LI met	Learning Intention met
LI part met	Learning Intention partially met
LI not met	Learning Intention not met
	Correct answer
	Good word or sentence/ Great answer
	Incorrect answer
	I don't understand/it doesn't make sense
sp	Incorrect spelling and underline
CL	Capital letter missing and circle
	Missing punctuation in this place
	You have missed out a word
	Next step
VF (and comment)	Verbal feedback – we have spoken about your work
	Supported An adult worked with you

How your learning will be marked KS2



LI met	Learning Intention met
LI part met	Learning Intention partially met
LI not met	Learning Intention not met
	Correct answer
	Good word or sentence/ Great answer
	Incorrect answer
	I don't understand/it doesn't make sense
sp	Incorrect spelling (with spelling underlined for Year 3 and 4)
p	Missing punctuation (including capital letter) For Year 3, the place it is missing from will be circled.
	You have missed out a word
	Next step
VF (and comment)	Verbal feedback
//	New paragraph
/	New line
gr	Incorrect grammar (with word/phrase underlined for Year 3 and 4)
	Supported

Appendix B

Self and Peer Assessment Templates

Steps to Success Checklist

Pupils can tick against this criteria and may use coloured pencils to create a key and underline examples in their writing.

Li: I am learning to write a well-structured explanation text.

I have used:	Pupil	Teacher
Topic Sentences		
Brackets		
Causal connectives		
Bullet Points		

Stars and a Wish Evaluation

Name of person completing the evaluation:	
	
	
	