## Feedback Policy

"For assessment to be formative the feedback information has to be used" (Black and William)

At Courthouse Green, we recognise the importance of feedback as an integral part of the teaching and learning cycle. It should always aim to produce an improvement in children's learning.

Desired Goal

Feedback given will help children close the gap

Child's current attainment
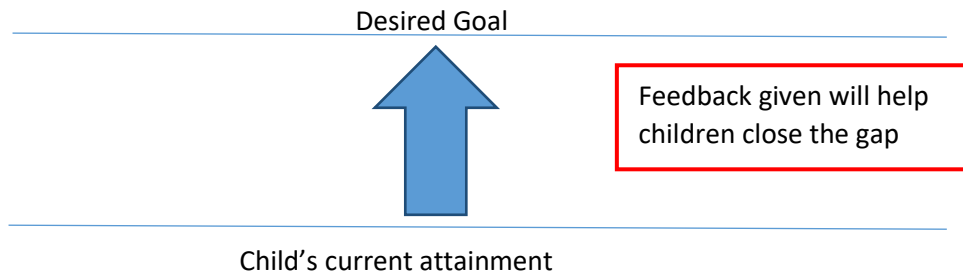
To accelerate progress and improve outcomes, based on the research of John Hattie, we ensure that through feedback children can answer the questions:

Where am I going?	Success Criteria
How am I going?	Marking and Feedback
Where to next?	Target setting

At Courthouse Green:
- Feedback is specific, accurate and clear
- Feedback is a shared two-way activity. It aims to encourage an ongoing dialogue between the teacher and the child
- Feedback should redirect or refocus either the teacher's <u>or</u> the learner's actions to achieve the learning goals
- Feedback supports the development of self-assessment skills so learners can provide themselves with improvement feedback
- Feedback should be given sparingly so that it is meaningful
- Feedback puts the onus on the children to correct their own mistakes
- Feedback should alert the teacher to misconceptions, so that the teacher can address these in subsequent lessons
- Time is always given for children to act on the feedback, it is planned as part of the learning sequence.

A culture of a growth mindset is developed in the classroom so that children welcome feedback as a constructive way to improve their learning. To be effective learners, children must know what they have done well (pink) and be clear on how they can improve further (green / vf). Feedback must empower a child to take responsibility for improving their own work; it should not take away from this responsibility by adults doing the hard thinking work for the pupil.

Teachers are expected to plan and implement the most effective marking and feedback strategy to improve pupil outcomes. Teachers make professional judgements about when is the right time to intervene and which method of giving feedback will have the greatest impact on learning.

Feedback is tailored to suit the time and level of proficiency in the learning sequence. Teachers choose the level of feedback in response to the children's work.

New Learning	Task level Feedback	Is the task correct or not? Feedback to directly address mistakes. Eg. Find and fix
Some level of proficiency	Process Level Feedback	Application task that enables children to apply the process in a new context. Eg.
High level of proficiency	Self regulation Feedback	Self assessment task/ Reflection and response to own learning.

For feedback to be effective:
- There must be a clear learning intention with clear success criteria identified, feedback is given in response to the learning outcome and success criteria.
- Comments must be concise, clearly written and easy for the learner to understand.
- It encourages and supports further effort to reach the desired goal.

How do we mark work?
- The WALT is displayed with the work and the teacher marks to this so that the child understands the purpose of the marking. The WALT is highlighted pink or green.
- In literacy, the success criteria will be in a child's book and highlighted pink if achieved and green if not achieved.
- In Maths, correct work will be ticked and a dot if incorrect – this may be from the teacher, LSA, the child or their peer.
- Examples of where the child has met the success criteria or met their target should be highlighted in pink – children in KS2 are encouraged to underline in pink pencil crayon, to show where they have met the SC
- Praise for effort may be given through a motivational sticker
- When necessary, teachers' green developmental comments, either verbal or written, will be specifically related to the WALT.
- When necessary, green tasks should further develop children's learning by correcting misconceptions or giving further opportunities to apply or practise skills.
- To support the development of children's writing skills teachers will identify a personal area of development at the end of an extended piece of writing. An up arrow will mark the target
- For Key Stage 1 children (and SEN in key stage 2) areas of development are shared with children through marking symbols.

Margin Marking
Before marking a piece of work the teacher expects the child to self edit their work and ensure the year group non-negotiables and the success criteria are in place. Margin marking will highlight where mistakes have been made whilst still ensuring children's ownership of editing and correcting their own work.

Key stage 1- spelling or incorrect punctuation will be highlighted green for children to correct.
Key stage 2- marking code will be used in the margin for children to use to correct.

Editing and improving

In Year 2-6 children have a purple pen when they take on the role of an editor. The children use them to edit and improve key pieces of writing. Each term children will be given an editing checklist with the key focus for their editing time. If work is not edited to the correct standard children will be asked to re edit before the teacher marks it. Purple pen will only be used to edit words or punctuation. Longer edits will be written in pencil to ensure good presentation.

Developing self and peer assessment strategies

To ensure that feedback is an integral part of the learning cycle children have regular opportunities to reflect on their work, to develop the skills of accurate and precise feedback which they use to improve their work and that of others. This could be through:

- marking a piece of work together identifying strengths and areas of development to focus children on the success criteria of the lesson.
- modelling practice that supports self/ peer assessment
- working on a common misconception from the previous lesson
- editing and improving previous work

Monitoring of Marking

The quality of feedback and the impact it has on learning is regularly monitored by Year Group Leader and by the Senior Leadership Team.

Appendix – Feedback Toolkit

Teachers are expected to plan and implement the most effective marking and feedback strategy to improve pupil outcomes. Teachers make professional judgements about when is the right time to intervene and which method of giving feedback will have the greatest impact on learning.

Feedback in Literacy

Most writing sessions will include or be followed up with editing time. During this time, children will receive whole class feedback about strengths and areas for development and direct teaching about how to identify and address individual weaknesses.

Writing sequence	Examples of feedback given
Generating ideas	-during and post-lesson, teachers scan work from whole class -whole class feedback given, sharing & discussing good examples & examples to improve -address common spelling mistakes & use as a teaching point -children given time to edit & improve
Sentence/skill level	-time given for children to self/peer assess against SC -children underline achieving SC with pink pencil crayon -teacher reads work & pinks WALT if achieved. Teacher does not pink work. -marking codes used for grammatical/spelling mistakes -whole class feedback given & editing time if many learners have not achieved SC
Planning	-during and post-lesson, teachers scan work from whole class -whole class feedback given, sharing & discussing good examples & examples to improve

	-address common spelling mistakes & use as a teaching point -children given time to edit & improve
Drafting (iPad)	-all children's work read & marked -marking code for grammatical & spelling errors -up arrow for compositional improvements -list of individual children for 1:1 verbal feedback; voice note feedback to specific parts of the text -editing time given
Final write	-editing/proof reading time given -children assess own work against SC, underlining where this has been achieved in pink pencil crayon -teacher scans and pinks SC only.

Feedback in Maths

Effective feedback in maths lessons could be in the form of:

- Children self-marking calculations and fixing any corrections – time is set aside for this within lessons
- Whole class feedback on strategies used to problem solve
- A focus assessment question for teachers to mark thoroughly
- Marking or verbal feedback of **independent** journal entries
- Verbal feedback to individuals or groups within lessons
- Whole class feedback at the start of the next lesson to address misconceptions

Where children have achieved the learning intention, the WALT will be pink as an acknowledgement from the teacher. Any section of the work that the teacher would like the children to have another go at, will be highlighted in green – this may include a scaffold or worked example to help them succeed.

Feedback in reading journals

Effective feedback in reading lessons could be in the form of:

- Children self-marking retrieval questions – time set aside for this within lessons
- Whole class feedback on longer inference questions – time given to children to reflect on and improve their response
- A focus assessment question for teachers to mark thoroughly
- Marking or verbal feedback of independent written work
- Verbal feedback to individuals or groups within lessons
    - Whole class feedback at the start of the next lesson to address misconceptions

Where children have achieved the learning intention, the WALT will be pink as an acknowledgement from the teacher. Any section of the work that the teacher would like the children to have another go at, will be highlighted in green – this may include a scaffold or worked example to help them succeed.

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Key Stage 2 marking code:

// new paragraph

➡ indent paragraph

^ insert missing word or phrase

⬆ up-level choice of vocabulary

p punctuation

gr grammar: doesn't make sense – why? subject and verb agreement/ determiners/prepositions

T tense

sp spelling

h.w handwriting

Ⓟ presentation