

# Totley Primary School



## Feedback Policy

<b>Date Written:</b>	<b>December 2017</b>
<b>Date Reviewed:</b>	<b>January 2021</b>
<b>Reviewed by:</b>	<b>Ben Paxman</b>
<b>Policy to be reviewed by:</b>	<b>July 2021</b>

# Totley Primary School Feedback Policy

## The Aim

The aim of this policy is to provide guidance to parents, children and staff on how we provide effective feedback to the children on their learning.

This should provide an indication of progress within the lesson and identify next steps in order to move learning forward, and feedback on learning over time.

We believe that all children's learning is important and should be acknowledged by the adults who are impacting on their learning. Following a period of research and pupil interviews, we believe that live feedback is more effective than summative marking alone and our feedback policy aims to make instant feedback the priority in order to move learning forward. This can be completed in a number of ways and teachers will need to use their professional judgment as to when and how to provide children with effective feedback, ensuring that it has a positive impact on children's learning and self-esteem.

## Guidance for Feedback

Live feedback – during learning time

- All adults will provide children with verbal feedback (**VF**) during lessons and the children will respond to this in **green pen when appropriate**.
- All adults will highlight in yellow evidence learning that the child is completing and meets the success criteria. This could form the basis of a discussion between the adult and the child. This will be presented to the children as '**Yippee Yellow**' marking.
- All adults will highlight the success criteria in yellow if evidence of the child achieving that criteria is seen during the lesson. This can be the whole success criteria or just parts of it.
- If a child provides verbal evidence of achieving part of the success criteria, a speech bubble will be added near the success criteria or an observational note made in the child's book. This could be completed on a post-it note, comments on a photo that is used for evidence or ICT evidence which is analysed.
- Opportunities will be built into learning time for self and peer assessment when appropriate and children will be encouraged to give feedback on each other's work. This will be completed in green pen and their initials put by the side of the feedback given.

Post learning feedback

- **All** success criteria will be annotated post learning using ticks ✓ and targets →.
- Success criteria can be annotated to provide further clarification about how far the learning has been embedded by using the following symbols:
  - **WS** identifies a child has completed this work with support.
  - **ST** identifies children who are starting to achieve this without support
  - **C** identifies where children have used concrete materials
- Teachers will give children the opportunity to further their learning by setting Green Pen Work in Maths, English and Learning Journeys on a regular basis, Y1-Y6. Time to complete this will be given in class at the beginning of each day or at the beginning of each lesson. **This will be identified in books as GPW.**
- GPW can be used to correct, consolidate or challenge children's learning and will be appropriate to individual children or groups of children. This could take the form of a written task, 1:1 support or a conference session, where further adult intervention is needed.
- When appropriate, common words spelt incorrectly will be circled and the correct spelling modelled for the child to practise 3 times as part of their GPW. No more than 3 spellings will be circled per piece of work.
- When a child has completed an extended piece of writing (as part of their English learning journey) this will be marked more comprehensively by annotating the success criteria and prose written to the child to acknowledge the achievements and effort. This will take place every 2-3 weeks.

### **Feedback for Self-esteem**

We believe that all children should feel proud of the work they complete and be encouraged to consistently produce their best work. All our self-esteem comments will link to promoting our school's attitudes to learning and these will be recognised by a teacher comment, a sticker or a stamp. These are:

- I am a team player
- I am confident
- I am a good listener
- I am a hard worker
- I am independent
- I am resilient

### **Feedback for assessment**

It is expected that the outcomes from live and post feedback will feed into teacher assessment and impact on subsequent planning.

### **Guidance for TAs**

The policy is expected to be followed by all adults working with children, including teaching assistants who are working with individuals or small groups. TA3's and HLTAs who are covering whole sessions are not expected to post-mark a full set of books but are expected to use the live feedback policy within the session. It is also an expectation that they feedback to the teachers their observations from the lesson in order for the teacher to make a judgment for assessment purposes. HLTA's are expected to follow the full policy for the lessons they plan and deliver.

### **Monitoring of feedback**

At Totley Primary School, children's progress is monitored through book looks carried out by subject leaders or SLT over the course of the academic year. During staff meetings, when moderation is taking place, feedback can be a focus for the session in order to ensure it is having impact on children's progress. Pupil interviews may be carried out in order to gain the children's viewpoints and ensure that the feedback is having a positive impact on learning.