

*'Working hard to be the best we can be.'*

# **EAST BRIDGFORD ST. PETER'S CHURCH OF ENGLAND ACADEMY**



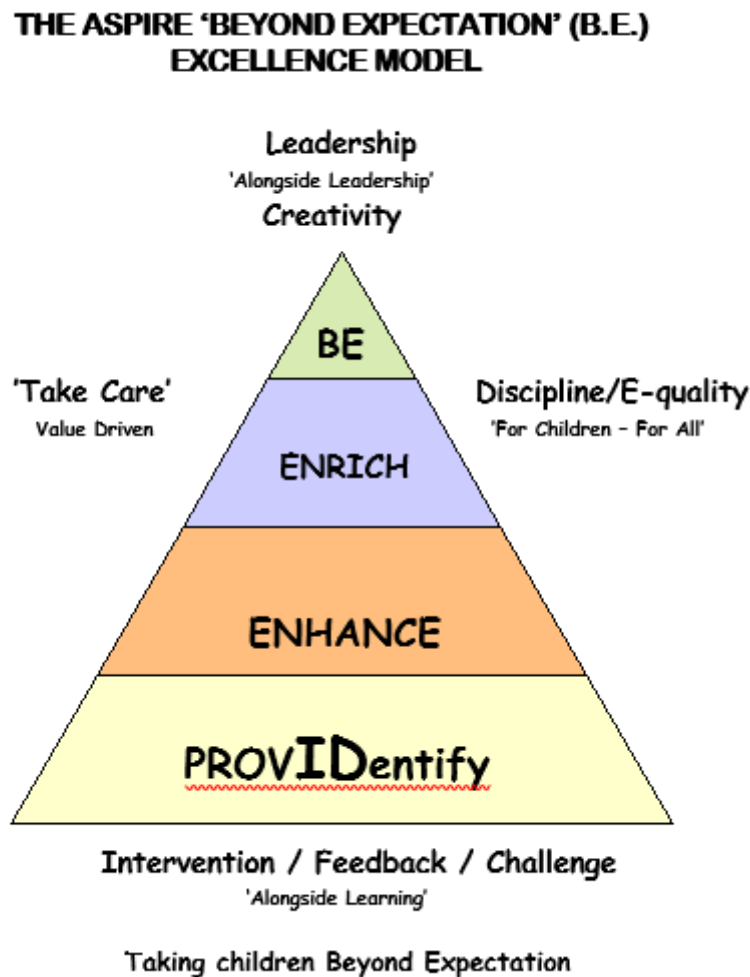
## **Active Feedback Policy** refreshed **February 2022**



**EAST BRIDGFORD ST. PETER'S CE ACADEMY**  
**ACTIVE FEEDBACK POLICY *refreshed* February 2022**

## **Introduction**

Learning is well supported when positive feedback gives children an understanding of what they have achieved and how they might improve it, allied to a clear sense of purpose and value. In this respect we feel it is also crucial that besides teacher feedback, children are taught the skills of self-assessment (self-correction & self-improvement) and then given encouragement to attempt it.



**Feedback:** Information about a pupil's performance or task which is used for a basis for improvement.

**Intervention:** The action or process of intervening with a view to improve.

**Challenge:** To learn something new which may be difficult to understand.

## **Aims of policy**

- ◆ To co-ordinate feedback throughout the school.
- ◆ To agree a basic philosophy which underpins all our feedback.
- ◆ To provide a positive framework within which teachers can exercise professional judgements according to the age, ability and needs of the child, and the appropriateness of the type of feedback to the task in hand.
- ◆ To enable the children to see the value of feedback in self-development and to understand its role in teachers' assessment of their work.
- ◆ To further ensure that children are clear and articulate about what they have learnt.
- ◆ To improve the quality of children's learning and to enhance their confidence and self-esteem.

## **Philosophy**

- ◆ Feedback is seen as a positive means of assisting children's understanding and as a means of assessment. Whenever possible feedback will be done with the child present.
- ◆ Feedback is a valuable means of constructive communication between teacher and child and forms part of the relationship between them.
- ◆ Feedback is a way of involving pupils in their own work and learning, teaching them to become more actively involved in their own improvement.
- ◆ Feedback is seen as a means of both maintaining and improving standards of work.
- ◆ Feedback will contain written, oral and graphic elements appropriate to the nature of the task and the age/ability/needs of the children.
- ◆ Feedback is a crucial means of modelling good practice and opening children's minds to new possibilities. In this way it is 'shared learning' on an individual level.
- ◆ Marking work with children allows for even good work to be improved, but experience has shown that we need to be very clear with the child as to how good his/her work already is and that we merely want them to be even better. Otherwise a child who is extremely capable and doing very well may feel their efforts are unappreciated or somehow 'not good enough'. This is in line with the school's own positive motto for improvement of 'working hard to be the best we can be'.

## **General Guidelines**

- ◆ All work should be given feedback by the teacher in some form.
- ◆ The type and extent of the feedback should be appropriate to the nature of the task and time needs to be given for children to respond to the feedback where appropriate.

## **FEEDBACK GUIDELINES**

- ◆ Teachers should exercise professional judgement when giving feedback to include the following elements:
  - Praise the child's level of effort / take-care
  - Make clear where the child has fulfilled the Learning Objective (LO)
  - Feedback any corrections e.g. spellings and grammar
  - Feedback any minor misconceptions and advise on how to improve their work
- ◆ Marking should allow room for and encourage self-assessment by pupils. Wherever possible pupils' own intervention and improvements should be evident.

## **INTERVENTION GUIDELINES**

- ◆ Written comments on work should combine the positive and the constructive. If no positive comment can be made the teacher will write nothing and see the child.
- ◆ If children demonstrate that they are finding concepts difficult, teachers need to fill these gaps or explain misconceptions quickly so that the child is able to move on in their learning.
- ◆ At this point teachers will be working with small targeted groups or even 1:1
- ◆ Many children will need a different approach to the learning or smaller steps to understand concepts they have previously met and didn't understand.

## **CHALLENGE GUIDELINES**

- ◆ Challenges may be given in:
  - the title
  - the question
  - the learning objective
  - next steps
  - extensions and consolidations
  - the expectation a child can explain their learning to someone else
- ◆ Challenges need to extend the child's knowledge and understanding

## Specific methods of Intervention / Feedback / Challenge

Each piece of work will have a title that will describe the learning that will be taking place in this lesson.

e.g. LO: We are learning to .... by...

Both the **teacher and the child** will offer feedback on the learning that has taken place.

The **teacher** will highlight the Learning Objective Challenge:

**Bronze,**

**Silver,**

**Gold**

using a **green highlighter pen** and add in a challenge/feedback if appropriate.

In addition, the child may be asked to respond to work to indicate how confident they are with their learning.

- ♦ **short-term target** eg. Next time use a simile / self-correction and/or improvement.
- ♦ **challenge** for the child to attempt either verbally, at home, in class, research.
- ♦ **VF** denotes verbal feedback given.
- ♦ **'1:1'** denotes 1:1 intervention received or required.
- ♦ **'S'** in the margin denotes a spelling mistake that needs correcting
- ♦ **'G'** in the margin denotes a grammatical mistake that needs correcting
- ♦ **'P'** in the margin denotes a punctuation omission or mistake
- ♦ **independent** piece of work (if necessary)

### Purple Polish

This can be used in two ways to edit their own work.

1. Responding to your marking.
2. Editing their own work.

### Red Redo

To correct mistakes in mathematics books

### **Responding to feedback**

Each child will be given time, preferably before they continue with another piece of work, to respond to the teacher's feedback. This is to ensure that any misconceptions are corrected before they move onto new concepts.

The child will put the amended work / corrections in their book in **purple pen (English)** / **red redo (Maths)** pen or crayon so that they are visible. The teacher will need to check that these are now correct and reteach if necessary.

### **Editing their own work**

Children will be taught systematically to edit or draft their own work using a range of symbols as detailed below. The purple pen enables teacher and pupil to see what changes have been made.

- // new paragraph**
- \* for adding or changing, add the \* and rewrite at the bottom of the page**
- ^ for adding missing words**

- ♦ We recognise that there is no point writing on a child's work if they cannot read or understand the comments, unless these have been specifically written with a third party in mind (e.g. another teacher, teaching assistant. or parent)
- ♦ The letter **'hp'** may be used to denote the teacher is rewarding the child with a **house points**.
- ♦ **Feedback Guidelines will be stuck in books across the school.**

### **Progression in Feedback and Marking**

#### **Key Stage 1 / Foundation**

- ♦ Nearly all feedback is done with the child.
- ♦ Initially feedback will contain a high degree of both praise and motivational comment both **oral** and **written**. The written comments may also be to serve the purpose of modelling writing or to remind the teacher of what the child's writing says.
- ♦ Within KS1 there will be progressively more detailed feedback which will be largely individualised as children move through to the end of the key stage.
- ♦ Children will be encouraged to review their written work alongside the teacher.
- ♦ As children move through the key stage they will be shown how to self-assess their work (initially for spellings and then for improving content).

## **Key Stage 2**

- ◆ Feedback becomes increasingly more detailed (bearing in mind individual needs).
- ◆ A higher proportion of the feedback will be written with the child not present, but still remains a crucial tool in extending children's abilities and learning, especially in the area of writing (e.g. 'writing intervention or alongside learning').
- ◆ Oral feedback may be given by the children themselves (e.g. response partners).
- ◆ Peer assessment can be a powerful way of 'Active Feedback' The children can write positive comments, give a simple target and challenge each other's thinking.
- ◆ Children's re-drafting becomes increasingly more complex. It is important this is valued and praised and teachers need to model strategies.

## **Note on Teacher Presentation**

At all times teachers and teaching assistants should provide feedback on pupils' work in a way that sets a good example and values what the child has done.

## **Monitoring**

This is done within the context of 'Work Scrutiny/Book Look' which may be undertaken by a senior leader (e.g. Head Teacher and or Deputy), as part of Leadership Team monitoring, by the individual teacher themselves or by an external professional (e.g. inspector, School Improvement Partner visiting with a specific brief).

**With this in mind it is also crucial that all work is appropriately dated.**

What do the symbols mean?

Symbol	Meaning
T	A target for your next piece of work
Ch	A challenge to do in your next piece
VF	We have spoken about your work together
1:1 / 1:6	You have worked with me or another adult, or in a group
Sp	Spelling mistake, please correct this
P	Punctuation mistake, please correct this
G	Grammar mistake, please correct this
(Two) ticks	When you have met the LO or done something fantastic!

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⊗	Your teacher knows that you were not able to attempt these today but you may have a go at a later date. Put the date next to your working when have time to try these.
//	To show the start of a paragraph if you forgot to leave a line.
*	To show an addition or change. Add the * and rewrite at the bottom of the page
^	To add in a word that you have missed out.

Examples of expectations for each key stage. Key stage groups to amend as appropriate and then stick in books.

Expectations for ... A 'Take Care' Year \_\_ English Book

- Always check your last piece of work. Is there a learning challenge, target or symbol to respond to? Respond where appropriate in **purple pen**.
- With a ruler, draw a line under workings from the previous lesson.
- Write the full date on the line and write/stick-in the learning objective underneath.
- Start your writing at the margin. To indicate a new paragraph, start a new line and begin writing after an indent (small space).
- Use your neatest handwriting at all times. You should aim to join.
- Draw a single line through any mistakes. Only teachers should use tip-ex to make any changes.
- Make sure you check and use any agreed symbols carefully.

Expectations for ... A 'Take Care' Year \_\_ Maths Book

- Always check your last piece of work. Is there a learning challenge, target or symbol to respond to? Always use a pencil for maths work and corrections done in **red redo pen** or pencil crayon.
- Write the short date (e.g. 2.1.19) and write/stick-in the learning objective underneath. The date should be underlined with a ruler.
- Each page should be folded in half vertically.
- Any questions that are on sheets should be stuck on the left hand side of your page, and responded to on the right hand side (this is where you do your workings out). Left handed children may swap this over
- If you do any further working in your whiteboard book, please write WB on your workings so that I can check this.
- If the sheet is too large for this, it may be placed inside your book or the edge glued so that it can be lifted up and workings checked underneath.
- With a ruler, draw a line under workings from the previous lesson.
- Draw a single line through any mistakes. Only teachers should use tip-ex to make any changes.
- Make sure you check and use any agreed symbols carefully.