



Feedback on Learning Policy

Audience	Teaching staff Visiting teachers including supply staff Student teachers
Written by	Teaching staff led by Karen Scott
Date written / reviewed	April 2024
Date of next review	April 2027
To be reviewed by	Teaching staff led by Karen Scott
Associated Governing Body Committee	Curriculum

School vision statement

To provide an inclusive learning community where every child matters

Aims and Expectations

Our school aims to embed the principles of BRICKS:

- Belonging
- Respect
- Independence
- Curiosity
- Kindness
- Success

School aims

- *To provide a high standard of education in a stimulating, varied environment in which children can learn effectively;*
- *To create a caring atmosphere in which children are taught good citizenship, are happy and encouraged to act independently and foster self discipline;*
- *To encourage the children to co-operate with, understand and care for others from all backgrounds and abilities, thus children are guided into responsibility not only for their own development but also that of the whole school family;*
- *To ensure that every child, whatever their ability, has the right and opportunity to attend our school with appropriate resources and support wherever possible, and to have access to a broad and balanced curriculum;*
- *To create, maintain and develop a physical and emotional atmosphere where children are stimulated to develop powers of observation and lively enquiring minds;*
- *To develop an understanding of decision-making and the need for rules, maintaining a continuous effort to improve standards for the general good and success of all.*

This policy was written and agreed in consultation with key partners including governors, staff and pupils.

Feedback on Learning Policy

We believe that feedback on learning should be constructive, inclusive and benefit every child:

- signposting success, short and long term achievements whilst highlighting improvement needs against desired learning from the National Curriculum;
- enabling children to become reflective learners;
- supporting pupils to close the gap between current and desired performance.
- enabling pupils to develop independence and resilience as learners.

This policy is based on *Assessment For Learning* which aims to raise children's achievement and which has been defined as *the process of seeking and interpreting evidence for use by learners and teachers to decide:-*

- *what the learners have achieved*
- *what they need to learn next*
- *the best way to achieve this*

Policy principles / objectives

To be effective, feedback on learning should:

- relate to the desired learning shared with the children
- enable pupils to become aware of, and reflect on, their learning needs
- give clear strategies for improvement
- be motivational for the children and be seen as positive in improving their work
- be used by pupils as a source for self-improvement
- respond to individual learning needs, providing one-to-one feedback where appropriate
- be given a profile which allows time for children to read, reflect and respond to it.
- be accessible to the children, appropriate to their age / ability
- empower children to self-assess where appropriate
- give recognition and appropriate praise for achievement
- inform future planning and individual target setting
- be manageable for teachers
- involve all adults working with the children
- use consistent marking codes within each year group

The sharing of learning intentions and how to be successful

In its simplest form, **Learning (L:)** is the communication of learning objectives while **Success (S)** is the communication of how to be successful in achieving the learning. The nature of the learning will be shared and discussed with the children. How to be successful may well be referred to or reinforced throughout a lesson and can be used to help pupils assess their own progress.

It is important that both the *learning and success* are given in age-appropriate language.

Feedback on Learning Policy

Professional judgment

It is essential for all stakeholders to understand that class teachers and support staff will use their professional judgment when deciding what the most appropriate type of feedback is to give a child at any given time. Sometimes, the most effective feedback on learning is through a conversation between teacher and pupil, usually at the time of learning. This may be supplemented with a written comment but it's not compulsory. There will also be occasions when the assessment of written responses from children does require written feedback, often referred to as marking.

Pupil Premium and disadvantaged pupils

All staff should be aware of these pupils (Asterisk exercise books if necessary) and should adapt their approach to feedback accordingly, taking into account opportunities to:

- Increase self-esteem with motivational comments.
- Use feedback as an avenue for ongoing dialogue and communication.
- Judge the engagement of pupils to inform future planning needs.
- Demonstrate awareness of factors which are impacting on a child's personal life.

Feedback in the Early Years Foundation Stage

- Feedback will be mainly oral, praising effort, independence and achievement;
- Feedback will sometimes include an area to be improved;
- Stickers may be used to reward success
- Ticks and smiley faces will be evident in recorded work;
- Some learning successes will be shared with parents using the online communication tool, Tapestry.
- Later in the year, pink and green marking/highlighting will be introduced in Reception where appropriate, to aid transition into year 1.

Feedback in KS1 and KS2

Verbal - This can take place at various times but predominantly during the course of a lesson. The teacher's comments should focus mainly on identified successes, misconceptions, problems arising from the learning or developing a greater depth of understanding, and will directly reference a child's next steps.

Written - At other times, written marking and/or feedback will take place. This may supplement verbal feedback already given or help to signpost successes and areas for improvement in the children's work. needs. It will not be appropriate to mark all pieces of work in detail but teachers will show acknowledgment in some form (e.g. by being highlighted, stamped or initialled, comments made).

Feedback on Learning Policy

Features of effective feedback

A teacher will highlight the Learning and parts of the Success in pink to communicate to the child they've fully understood and grasped that lesson's objective.

A teacher will highlight the Learning and parts of the Success with a dashed pink line to communicate to the child they have understood some of the learning but they require further practise and consolidation to fully grasp it.

If a child hasn't understood the learning and requires more help, the Learning and parts of the Success will be highlighted green.

Teachers are also able to highlight elements of the child's actual work (extended writing, calculations, scientific experiment) to signpost what elements were successful and contributed to an understanding of the lesson's objectives, along with areas to improve or correct, if applicable. The child will then be given an opportunity to edit and improve on these signposts using a Progress Purple (pen/pencil), preferably in the following lesson.

Written comments may also be added as a motivational tool or to remind a pupil of an area to improve or focus on next time. A teacher may also decide to record an example of how to improve so the children has something to reference in the future.

Rewards should also be signposted to the pupil, verbally or written and may include stickers, house points, credits or a referral to a relevant subject leader, leadership team or Head teacher to celebrate their success.

The children should only be given feedback about those aspects that they have been asked to focus on unless it is a specific assessment piece of work or a longer term target.

The use of feedback codes

Marking codes help to signpost the amount of and type of support received by a child during a lesson. This enables teachers to make secure and confident assessment judgments when collating evidence.

The codes are:

S – An adult has supported the learning through 1:1 intervention or focused group work. Otherwise learning is assumed to be independent.

S+ - Indicates the pupil has received substantial adult support which might include being a member of a focus group.

V – Verbal feedback has been given to the child to improve their work, resolve possible misconceptions or deepen learning further. It may sometimes be beneficial to note what was discussed.

Feedback on Learning Policy

P – A teacher will use this symbol if they judge the presentation of a piece of work does not exceed or at least match the usual capability of the child.

Self Assessment

The children are often encouraged to self-assess during and/or at the end of a lesson by using a variety of strategies, both physical and written, to indicate how well (or otherwise) they feel they've done. Strategies used relate to the age of a learner and can include smiley faces, thumbs up / down or traffic lights. Older pupils can also write a comment in their books or annotate the Success to signpost their feelings to an adult.

At times, older children will be encouraged to self-mark, either as a class, in groups, in pairs or individually. This will enable them to make an accurate self-assessment judgement. The teacher would then verify this by checking the accuracy of the child's marking after the lesson and follow up any problems or misconceptions. This approach is reflective of Greswold's learning philosophy which aims to empower pupils and promote independence.

Peer Assessment

To further engage children in their learning, they will receive opportunities to assess the work of a partner.

The following points are important for the teacher to consider:

- A culture of collaborative feedback is encouraged throughout the school;
- Children should be trained to do this first, possibly using shared marking as a modelling tool
- Ground rules (e.g. listening to and valuing all views, confidentiality etc.) should be understood and agreed;
- Children should focus on features of the work that indicate "Success" first, followed by "Improvement Needs",
- Pairings need to be chosen carefully by the teacher / teaching assistant in order to facilitate an effective peer assessment session.
- Mutual respect is fostered.

Children are to record their feedback, during peer assessment, on a post-it note before sticking it on the relevant page.

Shared feedback and marking

Effective impact on progress can be gained via the use of shared marking. This is where the group / class work with the teacher / teaching assistant to explore the merits of a piece of work & how it could be further improved. Possible strategies include:

Feedback on Learning Policy

- Using one piece of anonymised work from a child to assess as a class (using a visualiser / Interactive White Board) at regular intervals, models the marking process and teaches particular points at the same time.
- Showing two pieces of assessed work and discuss their differences, successes and areas that can still be improved (More suited to UKS2).
- In KS2 children will 'uplevel' their writing using purple pen.

In conclusion, staff will be professional in considering the nature of marking / feedback with reference to the learning needs of the children, the nature of the task and how the work fits into the learning programme.