



# Feedback Policy

**Date of this review: Spring 2016**

**Date of next review: Spring 2019**

## **Rationale**

The use of constructive feedback is considered one of the most important factors in children making good progress. At Wendover CE Junior School we celebrate achievement and use verbal and written feedback to indicate to learners what their next steps are in their journey. It is important that children receive high quality feedback throughout their time at Wendover and that pupils engage in a learning dialogue.

## **Aims**

This policy sets out our expectations for giving feedback across the curriculum and is provided so that practice is effective and consistent across the school. It takes account of the needs of all learners and teachers.

### **1 General Principles**

- 1.1 Feedback should be regular and as immediate as possible, but should also be manageable for the teaching team and accessible to the children.
- 1.2 Comments should be personal and relate to the learning objective, the 'Steps to Success' and / or success criteria. Comments will be positive and instructive, eg 'Give me an example of...' not 'Can you think of...'
- 1.3 Feedback should be specific so that gaps in knowledge are closed, and wherever possible examples showing how to improve are given.
- 1.4 Achievement should be praised and rewards given as per the behaviour policy.
- 1.5 Feedback is crucial to driving progress and should include verbal comments, self and peer assessment, the use of mini-plenaries and quality marking (written comments).

### **2 Feedback in Practice**

- 2.1 Verbal feedback may be given during the lesson and 'VF' should be marked in the book to indicate that feedback was given at a particular point (it should then be evident that learning has developed as a result of the feedback). Teachers will make written comments in green pen and pupils will use a red pen to respond to the feedback.
- 2.2 Self and peer assessment should be regular and can be against the Steps 2 Success, the learning objective or the curriculum objective (taken from the criteria that denote what is expected by the end of each year). This may be supported by the use of tick charts / tables to guide the learner's evaluation.
- 2.3 Mini-plenaries should be used for small groups and / or classes within lessons to: celebrate achievement against the learning objective; to give feedback and to re-shape learning / tasks; to refine the steps to success. Final plenaries may be used to celebrate success using examples of work.
- 2.4 Teachers and adults should aim to work with as many pupils as possible during each lesson in order that misconceptions are addressed and learners are given higher levels of challenge and support at the earliest opportunity.
- 2.5 Distance marking should refer to achievement against the learning objective and give the next step in learning (best practice would also include a brief model / example to illustrate what is required), or a question to deepen understanding.
- 2.6 Up to three spelling errors may be highlighted using 'Sp' in the margin with the incorrectly spelled word underlined. Pupils should write out the correct spelling three times as part of their red-pen responses.
- 2.7 Comments regarding presentation should detail what is required and be appropriate for the child (see presentation policy for further details regarding expectations).
- 2.8 Pupils must be given appropriate time to respond to comments: different approaches may be used such as discussing the comments with a learning partner or within table groups, or for groups of children with similar next steps in learning to share their thinking.
- 2.9 Pupils will respond to written comments in red-pen: responses should be developed and beyond simple acknowledgement.

### **3 Marking by Additional Adults**

- 3.1 Additional adults should record comments in books to show where they have intervened / supported within the lesson
- 3.2 It is not expected that Additional Adults will distance mark.

### **4 Managing Marking & Feedback**

- 4.1 It is recognised that quality distance marking takes time and that time is also required to plan future learning based on information gathered during the previous lesson. Therefore, thought should be given as to how feedback is given to pupils / groups of pupils in order to best drive progress. Feedback should be given throughout the lesson and not just left until the end; ideally, time should be given for pupils to act on feedback before the final plenary.
- 4.2 It is not expected that every piece of written work will be quality marked.

## Appendix A

Exemplar comments taken from Shirley Clarke

Reminder prompts	Scaffolded prompts	Example prompts
(for HA children)	(for MA children)	(for LA children)
Say why you thought this.	Why was it a dismal time? Why did you hate being there?	Choose one of these or your own. <ul style="list-style-type: none"> <li>It was dismal, because I was bored all the time.</li> <li>I found it dismal having only my grandad to talk to.</li> </ul>
Say how you think this made him feel.	How do you think Dan felt about not being believed? Do you think he might have regretted anything he'd done before?	How do you think he felt? <ul style="list-style-type: none"> <li>Angry that people did not trust him?</li> <li>Annoyed with himself for lying in the past?</li> </ul> Your own ideas?
Use more adverbs and adjectives here.	Let's use some adverbs to describe how they fought. Fill in the words.  Jason tried _____ to distract him, but the dragon _____ used his strength to get past him. _____ Jason stabbed his sword into the dragon's side.	Improve the fight by using one of these or your own. <ul style="list-style-type: none"> <li>The dragon's tail lashed viciously, cutting Jason's flesh.</li> <li>Jason bravely lunged at the dragon, thrusting his sword fiercely into its side.</li> </ul>
Think of a better word than bad.	What kind of a monster was he? Change bad for a word that makes him more scary. Write it here...	Try one of these or your own instead of bad <ul style="list-style-type: none"> <li>Ferocious</li> <li>Terrifying</li> <li>Evil</li> </ul>
Could you describe James?	What type of boy is James? Good, bad, kind, shy, excitable, loud, naughty?	Describe James' character. Perhaps: <ul style="list-style-type: none"> <li>James was a kind, likeable boy with a great sense of humour. For instance...</li> <li>James was often quite excitable and noisy but would be quiet and serious when he was working.</li> </ul>
How is your story going to end?	What do you think the merman said to the mermaid before they went home together? Write it here.	Write one of these or your own endings. <ul style="list-style-type: none"> <li>"I love you," said the merman. The mermaid took his hand and they swam away.</li> <li>The merman looked embarrassed as he explained to the mermaid why he had taken so long to find her. She forgave him with a smile.</li> </ul>

# Wendover CE Junior School

## Appendix B

### Feedback –WIGL (What Is Good Learning – Bucks Learning Trust)

	Requires Improvement	Good	Outstanding
Feedback  Teaching Standard 1.6	Teachers monitor pupils' work during lessons However, general misconceptions are not always addressed and hence, plans are not always adjusted accordingly	Teachers regularly listen astutely to, carefully observe and skilfully question groups of pupils and individuals during lessons in order to reshape tasks and give explanations to improve learning.	Teachers systematically and effectively check pupils' understanding throughout lessons, anticipating where they may need to intervene, and doing so with notable impact on the quality of learning
	Teachers mark pupils' work regularly and discuss it with them so that all pupils know how well they have done. However few pupils know what they need to do to improve	Teachers assess pupils' progress regularly and accurately and discuss assessments with them so that all pupils know how well they have done and know what they need to do to improve	Marking and constructive feedback from teachers and pupils are frequently of a consistently high quality ensuring that pupils make rapid gains
	Learning is reviewed in the plenary but misconceptions are not always identified or addressed	Insights gained from day-to-day strategies inform planning and teaching <i>within</i> an activity or lesson	There is <i>planned</i> time for teachers and peers to review progress against success criteria and provide oral feedback to pupils, who then act upon it