Freegrounds Junior School
Feedback Policy 2022

Date of last review: July 2022
Date of next review: July 2023
Date approved:
Approved by:
Signed:

Rationale:
This policy offers clarity about the expectations of teachers and learning support assistants when providing feedback to pupils at Freegrounds Junior School. It aims to promote best practice and raise standards by ensuring consistency in the quality and effectiveness of feedback. It aims to ensure that our children are provided with timely and effective feedback, which raises standards and maximises progress, while managing the workload implications of written marking.

Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation and other expert organisations:

The Education Endowment Foundation research shows that effective feedback should:

- Redirect or refocus either the teacher's or the learner's actions to achieve a goal
- Be specific, accurate and clear
- Encourage and support further effort
- Be given sparingly so that it is meaningful
- Put the onus on students to correct their own mistakes, rather than providing correct answers for them
- Alert the teacher to misconceptions, so that the teacher can address these in subsequent lessons.

The Department for Education's expert group emphasises that marking should be:

- Meaningful
- Manageable
- Motivating

The National Centre for Excellence in Teaching Mathematics(NCTEM) advises that the most important activity for teachers is the teaching itself, supported by the design and preparation of lessons.

Key Aims

Effective feedback at Freegrounds Junior School aims to:

- Inform pupils of what they have done well and what they need to do to improve
- Support pupil confidence and self-esteem in learning and raise aspirations
- Contribute to accelerated learning and support pupils in improving their learning
- Support teachers' assessment knowledge of each pupil as part of thorough assessment for learning procedures, in order to plan and refine next steps in learning
- Develop consistent processes across the school to teach pupils to respond to feedback, self-assess and evaluate their own learning
- Be an effective tool in promoting a pride in standards of presentation and work

Key Principles

Our feedback policy is based on these core principles:

- The focus of feedback should be to further children's learning;
- Evidence of feedback is incidental to the process;
- Feedback should empower children 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. *(However, direction may be needed for pupils to address certain areas of their work, depending on their age and current levels of independence.)*
- Children should receive feedback either within the lesson itself or in the next appropriate lesson. The 'next step' can be the next lesson.
- Feedback is a part of the school's wider assessment processes which aim to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress.

Within these principles, our aim is to make use of the good practice approaches outlined by the EEF toolkit to ensure that children are provided with timely and purposeful feedback that furthers their learning, and that teachers are able to gather feedback and assessments that enable to adjust their teaching both within and across a sequence of lessons

Reflective and resilient culture:

Teachers should create an effective climate for learning where children feel safe to make mistakes and have a positive attitude to receiving and acting on feedback. Feedback may be about the task, the process or the self-regulation of the learner.

Pupils should respond to live and developmental feedback through the use of green editing pens, editing flaps or by demonstrating their new understanding when continuing the task.

What does feedback look like at Freegrounds Junior School?

Feedback can be categorised into the following four stages:

- **Immediate Feedback** – this takes place during a lesson and allows teachers to adapt their teaching and give feedback at the point of teaching. It includes 'live' feedback from an adult or self-assessment using a checking station.

- **Summary Feedback** – this usually takes place at the end of a lesson or activity. It may involve some form of self/peer assessment as well as plenaries.

- **Distance Feedback** – this takes place away from the lesson and provides feedback to the teacher about how well pupils have understood concepts. This, in turn, informs planning for future learning opportunities. Teachers record their findings using whole class feedback sheets and focus their thinking on the next steps for the whole class, groups or for individuals.

- **Next Lesson Feedback** – this takes place at the beginning of a lesson. It summarises the whole-class successes from the previous lesson and addresses misconceptions or errors which have been collated by the teacher during their 'Distance Feedback'. Children may be given 'DIRT' tasks or activities to address misconceptions, consolidate learning or move learning on.

See appendices for further details and exemplars

Feedback for literacy and presentation using whole school codes

We are committed to the development of student's literacy and presentational standards across all subjects, including the wider curriculum.
Teachers should utilise feedback codes when and where necessary within the work. This can be during any of the four stages of feedback.

See appendices for whole school codes

Feedback for spelling errors

By the time pupils leave Freegrounds Junior School, we want them to be able to self-identify their own spelling errors and correct them. In order to support them in achieving this aim, scaffolding may be required according to pupil needs. The following approaches can be used to scaffold pupils' self-identification of errors:

1. A list of common spelling errors are displayed by the teacher. Pupils check their work and correct these errors in their own work.
2. The line in which the spelling error is on is identified. Pupils correct the error in their own work -using a dictionary, word list or home-school diary.
3. Spelling errors within a piece of work are highlighted using a highlighter or a dot. Pupils self-correct the error in their own work-using a dictionary or word list.
4. Spelling errors within a piece of work are highlighted using a highlighter or a dot. The teacher writes the correct spelling in the margin or at the bottom of the page and the child makes the correction in their work.

5. The part of a word which is spelt incorrectly has a box drawn around it and the child uses the complex speed sound grid displayed in the classroom to correct this.

Teachers should use their discretion to decide how many and what spelling errors to identify based on their knowledge of the pupil. Words selected should be at an appropriate level for the child:

1. High frequency words.
2. Spelling rules that have been taught.
3. Key topic words.
4. Statutory 'yellow' words from the National Curriculum.

Teachers should be aware of patterns in spelling errors. If teachers spot a common misconception or error where a previously learned spelling rule could be applied, swift action should be taken to address this with the whole class or group.

Frequency of feedback

It is expected that children receive immediate feedback in all subjects through 'live feedback' or self-marking whenever it is needed.

English

- Live feedback will be used wherever possible
- Longer pieces of writing will be marked against the agreed success criteria after completion and time will be given for edits and improvements to be made before publication
- During longer pieces of work (e.g. writing which lasts a number of days), work will be checked at the end of each session so that mistakes and misconceptions can be rectified as the writing progresses.
- DIRT will be used regularly (typically 2-3 times a week) to provide feedback and allow children time to improve or extend their understanding.

Book Talk

- Live feedback will be used wherever possible
- Written work will be marked using feedback codes
- DIRT will be used weekly to provide feedback and allow children time to improve or extend their understanding.

Maths

- Live feedback and self-checking stations will be used wherever possible
- Written work will be marked using feedback codes
- DIRT tasks will be used where appropriate to provide feedback and allow children time to improve or extend their understanding.

Wider curriculum

- Live feedback should be given wherever possible
- Written work should be marked weekly using the literacy feedback codes.

See appendices for further details and exemplars

Feedback by other adults

It is expected that all adults give 'live' feedback during lessons and contribute to the summary/distance feedback for the work of any pupil/groups they have worked with. They should be encouraged to add notes to the whole-class feedback form or group books according to next steps. Spellings should be addressed in the same way that the class teacher does.

Responsibilities

It is the responsibility of class teachers to ensure that this policy is consistently carried out, including enabling pupils to respond to feedback tasks.
It is the responsibility of all staff working with pupils to ensure the feedback policy is consistently adhered to across the school.
Each subject leader has the responsibility for monitoring that the policy is being consistently carried out in their particular subject area.
It is the responsibility of Year Learning and Progress Leaders to monitor that the policy is being consistently carried out in their year group.
It is the responsibility of the DHT to liaise with the Subject Leaders and to feed back to the Headteacher and Governors on the implementation of the policy, its consistency across the school and the impact it has upon progress
It is the responsibility of the Headteacher to ensure that effective feedback is monitored and evaluated as part of the quality assurance of teaching and learning across the school.

Equality

All pupils are entitled to have their work marked in accordance with this policy.

SEND and Inclusion

Effective feedback must be accessible to all pupils and will reflect their individual needs and abilities. This may mean additional scaffolding is in place to support them identify their errors and to make improvements in their work. For some pupils, this may mean the additional use of highlighting and written comments/symbols; writing comments for specific pupils in an accessible colour; supporting pupils to read comments; or it may mean recording verbal feedback and response.

Monitoring and Evaluation

Feedback is a non-negotiable part of Teaching Standards. Monitoring against the criteria laid out in this policy will happen on an on-going basis through informal drop-ins, lesson observations, book looks and pupil discussions. Feedback must be standardised throughout the school and be kept up-to-date. Monitoring of the quality of feedback will be regular and will focus upon: policy into practice, impact upon achievement and attainment, consistency across the school, quality of feedback. Monitoring of the policy will be done through work scrutiny led by the Headteacher, DHT, AHT, Year Learning and Progress Leaders and Subject Leaders as appropriate.
The results of monitoring will be written in report form and communicated to all relevant parties.

Review

The policy will be reviewed as part of the school's policy review schedule following self-evaluation, as determined through the self-evaluation timetable.

Appendices

1. **Types of feedback employed at Freegrounds Junior School**

Immediate Feedback

Live feedback

- The teacher or learning support assistant gives verbal feedback and highlights misconceptions/incorrect work/mistakes using a green highlighter and whole school feedback codes whilst circulating in class. **Children act upon this feedback immediately.**
- Mini plenaries may be used to draw groups of children together and address common misconceptions
- **Changes** to 'already written' work are **made by children using green pen or are written on green editing flaps** which are stuck over the piece of work which is being edited (as a flap so that previous work can still be read).
- New work continues in pencil or black handwriting pen.
- Positive features may be identified using a yellow highlighter to reinforce what the pupil has done well in relation to the learning objective or personal targets.

Summary Feedback

Teacher-led plenaries

- Provides an opportunity for evaluation of learning in the lesson

Self-Assessment

- The teacher provides pupils with answers to mark their own work to allow for instant feedback and self-reflection.
- Pupils consider their current learning against a success criteria or list of correct answers and then **improve or correct their piece of work in green pen.**

Peer-Assessment

- Pupils consider a peer's learning against a success criteria or list of correct answers and then give verbal feedback to them. **Pupils improve or correct their own piece of work in green pen** based on the feedback they have received.

Distance Feedback

- Takes place away from the point of teaching
- Provides teachers with opportunities for assessment of understanding
- The teacher highlights misconceptions/incorrect work/mistakes using a green highlighter **Children act upon this feedback in the next lesson using green pen.**
- The teacher may highlight positive features using a yellow highlighter.
- The teacher adapts future lessons through planning, grouping or adaptation of tasks
- Teachers will group books into different piles to identify where 'group feedback' is required in the next session

- Whole-class feedback sheets (Appendix 5) will be used to organise feedback and support teaching within the next lesson
- Children will receive feedback in the next lesson and will **act upon this feedback using green pen** or through a DIRT task.

Next Lesson Feedback including DIRT tasks

- Teachers give 'whole class' feedback, highlighting good examples and explaining next steps for groups, individuals or the whole class.
- Children will be grouped based on their next steps. Some will work with the teacher, some with an LSA and some independently.
- Visualizers should be used to show good examples of work or to model editing.
- A dedicated amount of time (normally no longer than 20 minutes) is given for DIRT (Dedicated Improvement and Reflection Time). During this time, children work on improving and editing their work, extending their thinking or improving their understanding *(Use fig 1 to determine whether DIRT time is required).*
- D.I.R.T will be flexible and will look different depending on the previous lesson and the next step.
- Sometimes D.I.R.T will address misconceptions from the previous lesson.
- Sometimes D.I.R.T will give children time to edit and improve their work.
- Sometimes D.I.R.T will move children on to a new lesson objective.
- D.I.R.T tasks will be displayed for the class to see
- An additional task to deepen thinking or extend ideas may be needed for those children who have completed their initial D.I.R.T task quickly.
- All pupil responses during D.I.R.T are **completed in green pen** or given a 'DIRT' title.

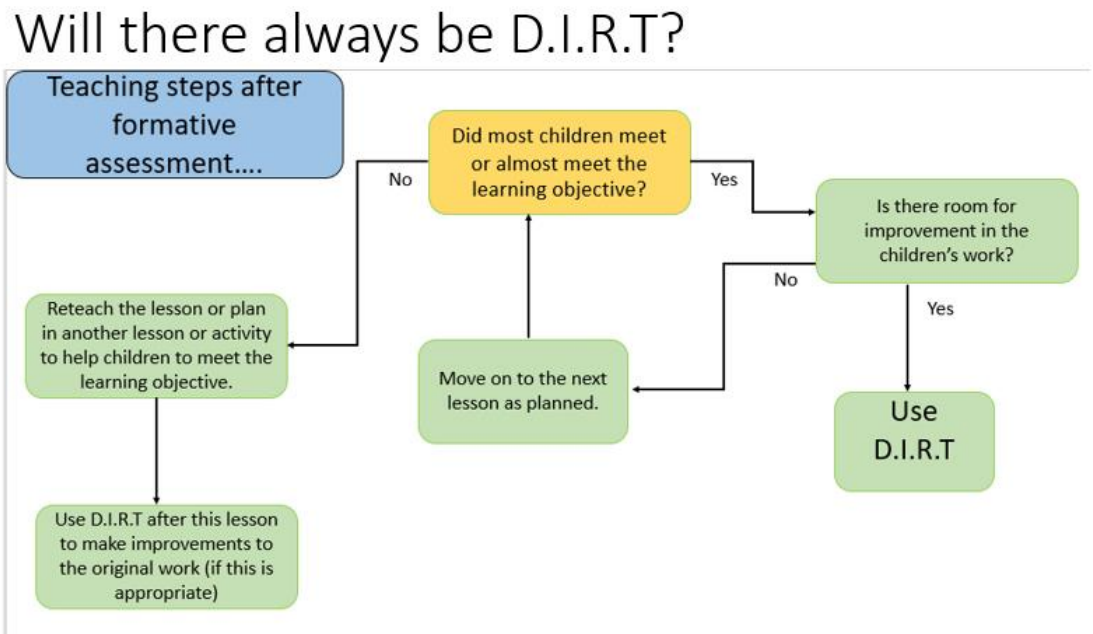
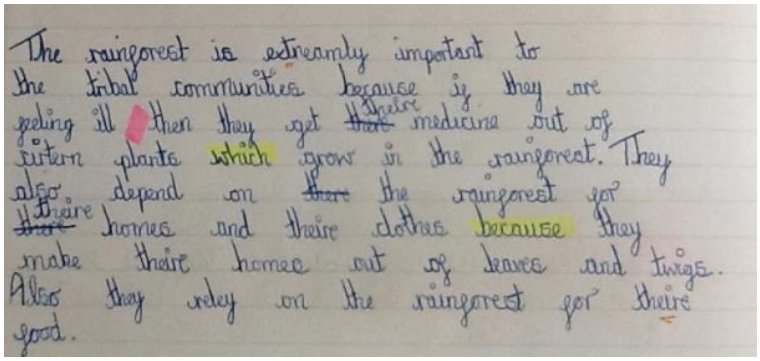


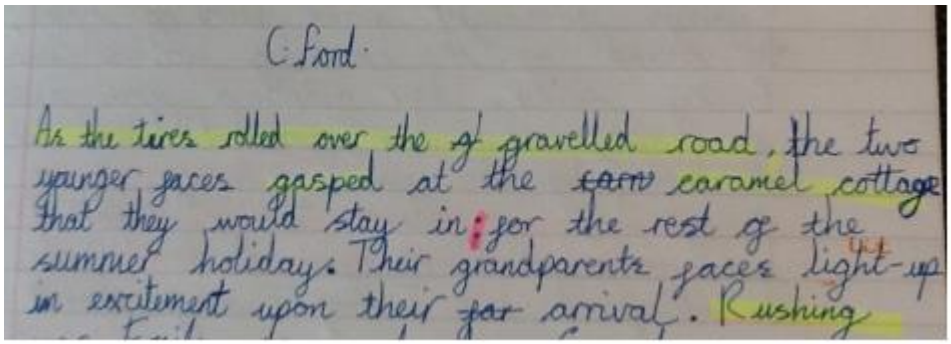
fig.1: Flowchart to determine whether DIRT is required

2. Examples of highlighter feedback



The rainforest is extremly important to the tribal communities because if they are feeling ill then they get ~~their~~ their medicine out of certain plants which grow in the rainforest. They also depend on ~~their~~ the rainforest for ~~their~~ their homes and theire clothes because they make theire homes out of leaves and twigs. Also they relay on the rainforest for theire food.

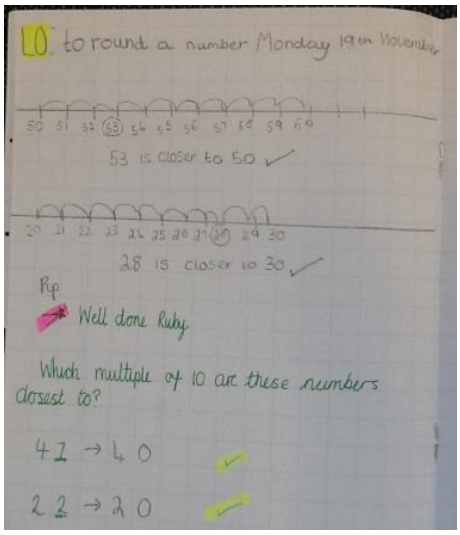
Conjunctions highlighted in yellow as these were a focus in the LO. Missing punctuation highlighted in pink (this should be green in our policy) for child to add in.



C. Ford.

As the tires rolled over the ~~of~~ gravelled road, the two younger faces gasped at the ~~farm~~ caramel cottage that they would stay in for the rest of the summer holiday. Their grandparents faces light up in excitement upon their ~~for~~ arrival. Rushing

Adverbials and clear vocabulary choices highlighted in yellow as these were a focus in the LO. Incorrect punctuation highlighted in pink (this should be green in our policy) for child to change.



LO: to round a number Monday 19th November

50 51 52 (53) 54 55 56 57 58 59 60

53 is closer to 50 ✓

20 21 22 23 24 25 26 27 (28) 29 30

28 is closer to 30 ✓

Rp

Well done Ruby

Which multiple of 10 are these numbers closest to?

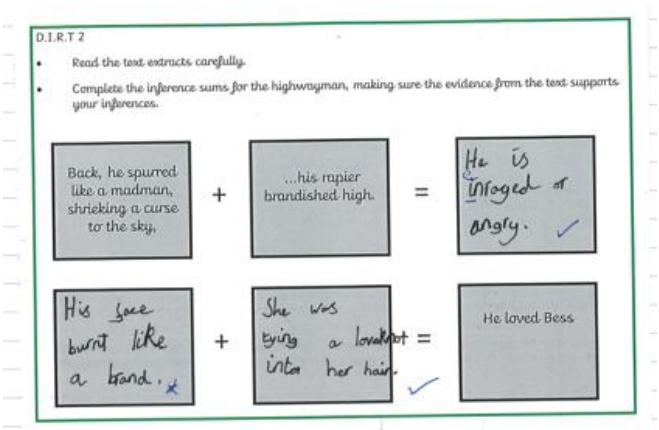
41 → 40 ✓

22 → 20 ✓

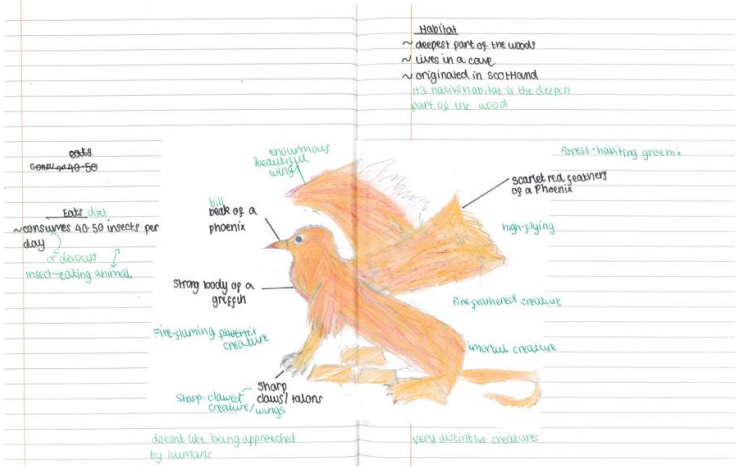
Challenge task highlighted in pink (this should be green in our policy) for child to complete

3. Examples of DIRT tasks and feedback in English and Reading

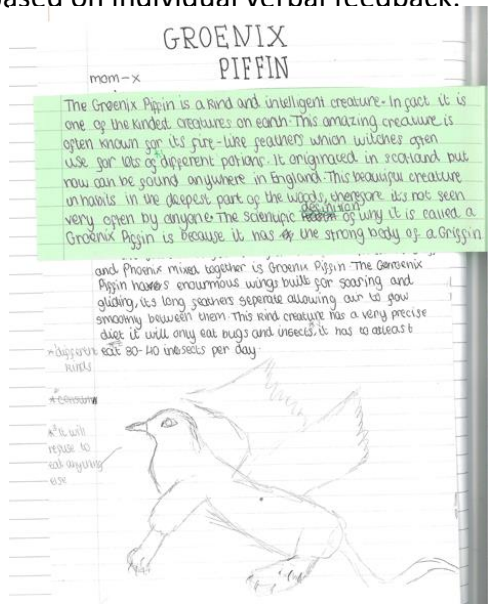
Additional inference sums to check understanding:



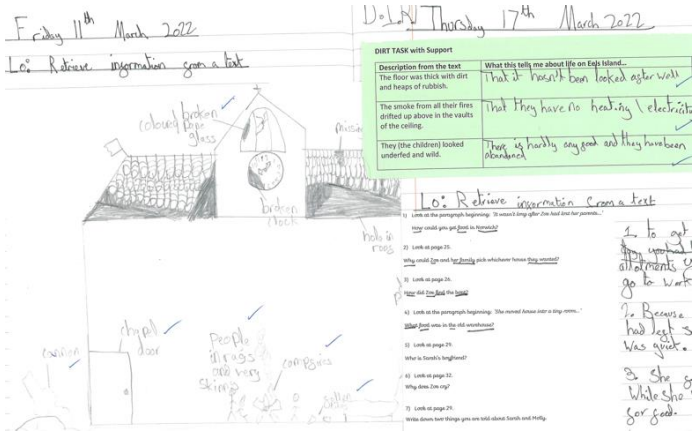
Additions made to a piece of work after whole-class feedback:



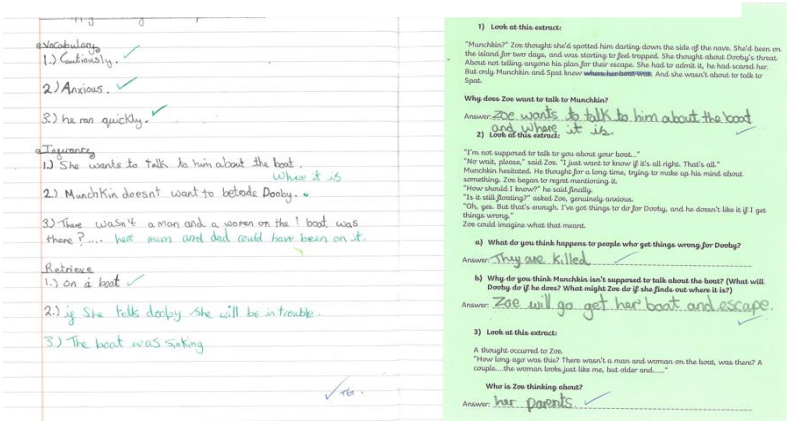
Time to re-draft a section of writing based on individual verbal feedback:



Inference task chosen for DIRT to build on retrieval from last time

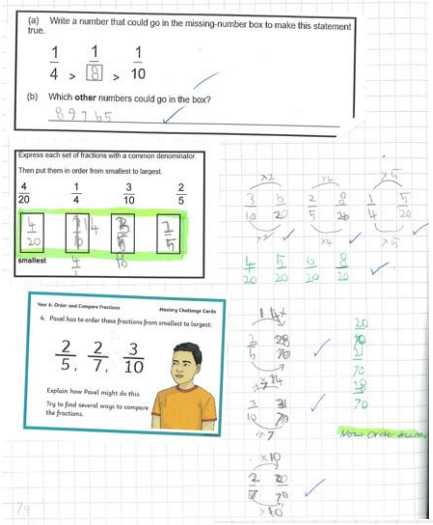


Inference task chosen for DIRT as it was a weakness in previous lesson:

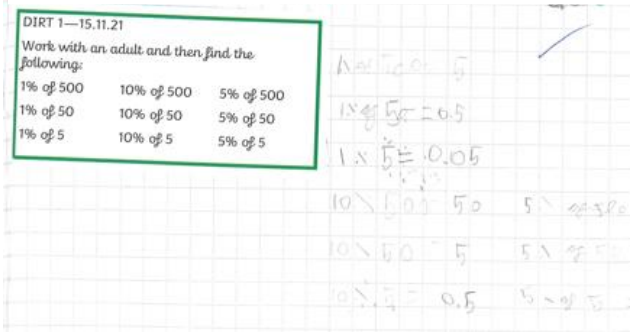


4. Examples of DIRT tasks and feedback in Maths

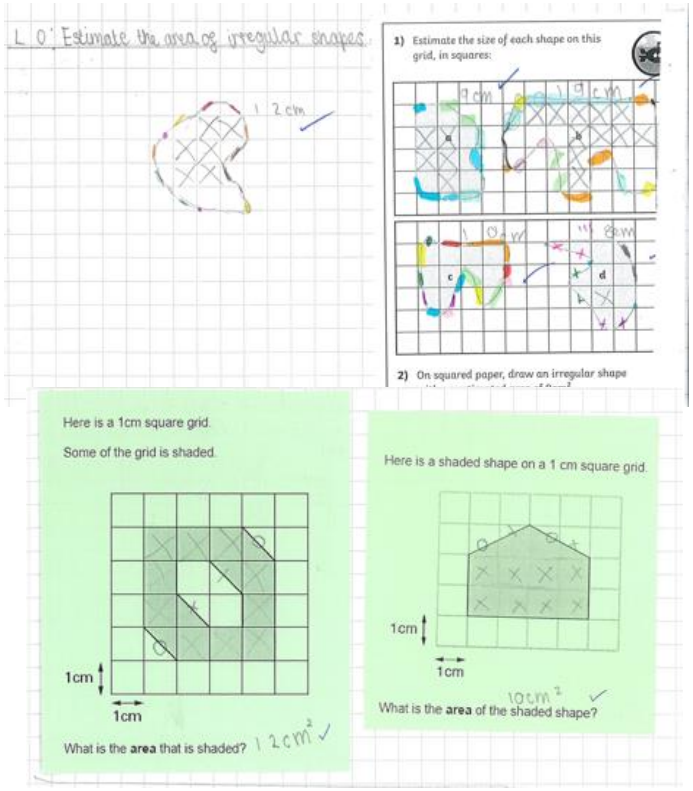
Green highlighting to direct child to area to work on:



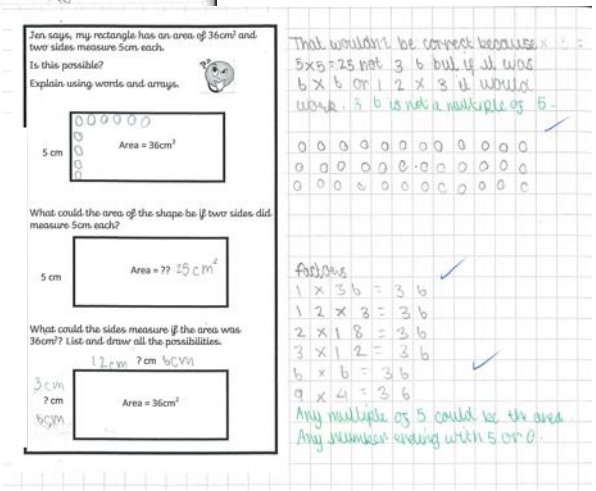
Opportunity to address misconceptions with an adult before applying learning:



Opportunity to apply learning to a test-style question as DIRT task:



Further explanations written by the child in green after verbal feedback:



5. Feedback Codes

(Used in all feedback across all subjects)

Code:	Explanation:
//	New paragraph
[ ]	Remove this from the work
^	Letter, word or piece of punctuation is missing
EM	Effort mark (followed by an indication of which learning value is being acknowledged)
HP	House point
P	Check your punctuation
CL	Check your capital letters
Pr	Presentation needs improving
UL	Underline this with a ruler
Sp	Spelling mistake
● or green highlighter	Incorrect answer
Green highlighter	Edit, correct or improve this
Yellow highlighter	This is a really positive feature of your work (in line with learning objective/success criteria/specific 'target' being worked on)
T	Heavy support from an adult

6. Whole Class Feedback Form

Whole Class Feedback Form		
Date:	**Lesson:**	
Praise/Great Examples to Share		**Missing/Incomplete Work/Reasons**
Errors and Misconceptions Related to the Objective:		
Individual Children Notes		
Are there any changes we need to make to the learning journey for a following session(s)? ☐ Yes ☐ No **If yes….**		
Changes for Whole Class	Support	Enrichment
Is D.I.R.T (up to 20 minutes) required? ☐ Yes ☐ No **If yes….**		
Task 1 (Close the gap)	Task 2 (Consolidate)	Task 3 (Apply/Extend)
SPaG and Editing		

Common exception words	GPC (includes rare GPCs and Vowel Digraphs)	Homophones	Prefixes and Suffixes	Word Endings	Others (including Topic words)