



Feedback Policy

Context

Although marking and feedback form part of every classroom's routines, it is not the marking that is the crucial part of the process. It is the assessment opportunities and feedback that the teacher provides to help the student move forwards in their learning and how the students react to this, which helps pupils to strive to reach their full potential. The purpose of this policy is to ensure that we maximise the impact of this process.

Aims

At Yarborough Academy, we believe that a consistent approach to marking and feedback will:

- Ensure all students have an understanding of their achievements and areas for development.
- Raise the achievement and self-esteem of students by providing them with prompt, regular and diagnostic feedback about their work.
- Ensure continuity for the pupils as they move through the academy.
- Use the assessments, linked to the Milestones, to inform teachers future plans so lessons, workshops and skills sessions are targeted to children's needs and interventions
- Be manageable for teachers and accessible for children.

Principles

To provide effective feedback, teachers need to be aware of where their pupils are in relation to the learning milestones, adapt their teaching in response and plan how to plug the learning gaps. Marking and feedback must be built on the following principles of assessment for learning (AFL) and should be:

- Specific to pupils learning;
- Helpful to pupils for improving their work
- Based on shared essential learning objectives and milestone indicators
- Based on an awareness of tool kits
- Positive in tone;
- Accessible to all pupils;
- Age-appropriate
- Inclusive of opportunities for self and peer-assessment (critique)
- Able to inform future planning
- Time given for children to respond to feedback and act upon it

Within these principles are underlying expectations and standards relating to pride, care and presentation. To ensure that work is presented appropriately, without detracting from the learning process;

- age related expectations for the presentation of written work should be displayed in all classrooms,
- routine reminders of these expectations should be given to all pupils, and
- pupils must redo work, during their free-time, if these expectations are not met.
- It is through teacher expectation that these standards should be upheld; not through teacher marking.

Marking stamps, symbols and pens

To be consistent in our approach to marking, feedback and children's responding to feedback given the following should be used:

- **Marking and Feedback Stampers** – please see appendix 1
- **Marking symbols** – please see appendix 2
- **Marking pens** - Teachers and Teaching Assistants – to mark in green pen at all times
Pupils – to use red reflection / refining pens to show that they are acting on feedback given.

Marking and Feedback Strategies

Focussed Quality Written Feedback

We believe that quality feedback is the key to enabling children to understand their own achievements and to know what they need to do next to make progress. At Yarborough Academy we expect all pupils to receive at least one piece of focussed quality written feedback per week. However, marking should be responsive rather than planned. For example, even though the larger pieces of work, especially at the end of mini-projects, would benefit from detailed marking there are plenty of other opportunities where this type of marking is suitable too. In identifying the appropriate pupil tasks to be assessed in this way teachers should ensure that;

- the essential learning outcomes and assessment milestones of the series of lessons are identified at the planning stage,
- the task allows pupils to apply their learning,
- the marking provides a positive comment which relates to the learning objectives and milestones the pupils are working towards
- the marking and feedback support future learning,
- there are planned opportunities to deliver feedback,
- there are planned opportunities for pupils to engage and reflect on feedback given

Progress Checks ref: curved ball

Live Feedback

We believe all staff should be giving live feedback all of the time. This immediate feedback, if used well, makes an immediate impact to a child work / progress. Where verbal feedback is given during the lesson the verbal feedback stamper should be used to evidence this. Next to the stamp, a key word should be written so it is obvious what dialogue has just occurred between the teacher and student. It should be obvious that this dialogue has occurred as work from this point will be improved. In upper key stage 2, the student will write the key word / phrase to evidence their understanding of the feedback given.



Full stops.



place value

Progress Checks ref: Guide and Return, Quick Groups, progress checks

Tool Kit Checklists

Sharing learning objectives and tool kits helps children to understand the 'steps to success' or the milestones for helping them to achieve. The most effective tool kits are those which focus on the process of learning rather than the end product. The agreed criteria against which different pieces of work will be marked should be shared. The criterion could be generated by the teacher or in conjunction with the children. It may be useful to look at a finished piece of work on the same or similar topic, which displays possible outcomes and discuss what a good piece of work looks like. This could form part of a critique session and it may be worthwhile discussing how examples may be improved; some of which could help determine the tool kit.

Progress Checks ref: checklist

Peer Assessment & Self Assessment (Critique)

Self and peer assessment are important aspects of assessment for learning (AFL) practice. Assessing their own work, or that of others, can help pupils develop their understanding of learning objectives and success criteria. Research has shown that pupils make more progress when they are actively involved in their own learning and assessment. Using checklists or critiquing work, with a's and b's of assessment, are just two examples of what this might look like. After this process has taken place, the children should write the symbol SA (self-assessment) or PA (peer-assessment) at the end of their work.

Progress Checks ref: checklist, flagging, self-review, learning buddies,

D.I.R.T.

Dedicated Improvement and Reflection Time

D.I.R.T. allows teachers and students time to reflect on feedback given during a lesson or over a period of time. It does not need to be timetabled but should occur at relevant points in time throughout each week, usually after marking and feedback has been given, to enable students to reflect on and improve their practise. This opportunity is also effective in looking for evidence to prove that targets have been achieved and setting new targets to bridge gaps and extend children's learning. This could be done during guided sessions, lesson times or through individual meetings.

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| The impact of any feedback given must be clearly evident in the children's work. |
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Policy Responsibilities

School

- To consistently apply this policy,
- To engage in the review and improvement of this policy and any associated assessment systems.

Pupils

- To respond to marking and feedback,
- To participate in the review and improvement of this policy.

Monitoring

Consistency of implementation and impact will be monitored through:

- Work Trawls,
- Formal and informal lesson observations,
- Pupil interviews.

Review

Policy review will be lead by:

Governor Committee

Standards

Staff Team

Senior Leadership Team



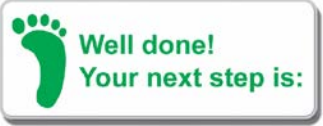





Term / Year

Autumn 2015







Signed

Date

Appendix 1: Teacher Stamps

| Stamp Wording | Stamp Image | When the stamp could be used: |
|---|--|--|
| You have achieved your learning objective. |  | When a child has achieved the learning objective set. |
| Verbal Feedback Given |  | Stamp to be given after discussing a child's work. Key word to be added. |
| Well done your next step is... |  | After marking a child's work, to give an acknowledgement of effort and a next step to enable progress or deeper learning. |
| Target Achieved |  | D.I.R.T Stamp to be used after working on feedback (both verbal and written) to show achievement |
| I would like you too... |  | If a child needs to work on a particular aspect of their work e.g. include an adverb in each sentence. |
| I need to give you more help so you will understand |  | If a child has not achieved their learning objective and has made many mistakes/has misconceptions with an added keyword. There should be evidence in their books that this work has been followed up. |
| Adult Assisted Work |  | This stamp is to be used when a child has worked with an adult (both teachers and TA's). Reminds that work was not completed independently. |
| Merit Award |  | To be given out for excellent effort when working, not just for achieving the learning objective. |

Appendix 2: Marking Symbols

| Symbol | Meaning | Symbol | Meaning |
|---|--|--|---|
|  | Achieved | PA | Peer Assessed |
|  | That the learning objective has not been partially achieved. | SA | Self Assessed |
|  | Independent Work | <u>Sp</u> | Spelling error |
|  | For an acknowledgement of effort. A sticker should be given too. |  | Punctuation error e.g. missed a punctuation mark or showing it is in the wrong place |
|  | Verbal feedback given | | |
| // | New Paragraph Needed | ^ | Missing Word |
| ✓ | Correct Answer | ▪ | Incorrect Answer |