Katherine Semar Schools

Feedback Policy

<u>DRAFT</u>

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Katherine Semar Schools
FEEDBACK POLICY

OUR AIMS IN FEEDBACK – What do we want to do?

'Feedback is one of the most powerful influences on learning and achievement'

Hattie and Timperley 2007

The aim of this policy is to ensure clear understanding of the purposes, procedures and processes of effective marking and feedback to pupils regarding their work in order to maximise progress and support pupils in becoming effective learners. Effective marking and feedback is integral to good teaching and learning processes. By empowering pupils to be actively involved in understanding how they are making progress, it helps to embed learning swiftly and enables accelerated learning.

Effective marking and feedback aims to:

- Inform the pupil what they have done well and what they need to do to improve.
- Support pupil confidence and self-esteem in learning, and contributes to accelerated 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.

OUR IMPLEMENTATION – How will we achieve our aims?

Four types of marking and feedback occur during teaching and learning at Katherine Semar Schools:

- Teachers' well considered intervention to prompt deeper thinking, and swiftly address misconceptions during lessons. This takes the form of verbal feedback and occurs through effective questioning to clarify or refocus tasks and enquiry, mini plenaries and mid-lesson adjustments.
- 'Light' marking of work, acknowledging and recognising attainment and/or progress, success and/or completion of pupils' work.
- Developmental Marking in which incisive feedback on attainment and success is given and response from pupils is required to strengthen the teaching and learning process in order to accelerate and deepen learning. Developmental feedback prompts a response from the learner.
- Self-assessment and peer assessment of the success of a piece of work.

This policy sets out the procedures agreed by the school to ensure a consistent and impactful approach to effective marking and feedback at Katherine Semar Schools.

Non-negotiable Procedures for Marking

- Teachers and Teaching Assistants mark in green pen
- Children self-assess and respond to feedback in purple pen (including during peer assessment)

- All marking is to be done in a clear legible handwriting, aligned to the school handwriting policy
- The marking code is to be followed in all cases (see appendix)
- The marking code should be clearly displayed in the learning environment
- All pupils' work is to be at least 'light' marked by Teacher or Support Staff
- Pieces of learning should be **developmentally marked** where it will have a positive impact on children's progress and we trust that a child's teacher is in the best place to make this judgement. This marking will demand an effective response from the pupil and time should be allocated by the teacher for an appropriate and meaningful response to be made. It is likely this will occur at least weekly although the teacher should use their professional judgement to ensure all children make maximum progress.
- Marking symbols will demonstrate the level of adult or peer support given at different stages throughout a piece of learning (see appendix). If no symbol is present, it shows a piece of learning was completed independently.

Procedures in greater detail

Developmental marking in all curriculum areas

> *'Pupils are unlikely to benefit from marking unless some time is set aside to enable pupils to consider and respond to marking.'*
> A Marked Improvement – A Review of the Evidence on Written Marking
> Education Endowment Foundation 2016

Well-constructed feedback tasks prompt effective response from pupils so to improve quality of work or reinforce learning. They should maintain challenge for individual pupils, yet be easily executed and brief in nature, enabling pupils to move forward, and be aware of how they are improving.

For example, the challenge within the task may:

- Refine a teaching point to consolidate or reinforce understanding
- Extend understanding to deepen learning or raise to a higher level of thinking
- Address/explore misconceptions
- Pick up errors if apparent
- Address incomplete work and presentation issues

In each class effective time must be given to teaching pupils to respond to tasks swiftly. This process will look different developmentally across each year group, increasing with independence and complexity with maturity and skill of pupils. By the end of Year 2, most pupils should be able to locate, access and execute simple response tasks independently. They should know what they are doing to improve their learning. Pupils with SEN will need support to enable this.

Writing - Learning labels

- Learning labels will be used to support effective feedback in writing. They will be used, where appropriate, for extended pieces of writing.
- The learning label will identify the success criteria for the particular piece of writing. These may include items from the year group's writing checklist or from a writing toolkit for the text type.
- Each learning label will have a blank space at the bottom for an individualised pupil target to be added where appropriate. This could be added by the pupil themselves or a Teacher or Teaching Assistant.
- Learning labels will be marked with:
    - A star will represent a strength of the writing
    - A downward arrow will mark a target/next step

- o A double tick will mark an item which has been fully achieved
- o A single tick will mark an item which has been partially achieved
- o A dot will mark an item which has not been achieved
- o Where handwriting is repeatedly identified as an area for development, a specific area of focus will be added e.g. sit letters on the line, make descenders clear, join handwriting, specific letter e.g. b
- Where a learning label is not appropriate (e.g. for a very short writing task), the standard school marking codes will be applied.
- In preparation for a 'hot task', during the planning stage, pupils may create their own personalised learning label which identifies their own focusses from the unit of work. This will be scaffolded in age-appropriate ways across the school. Where appropriate (e.g. at the end of an academic year or for Greater depth writers), children may use the writing checklist for the year group rather than a learning label.

Maths –

Maths learning will be marked with:

- A tick will indicate a correct answer
- A dot will indicate an incorrect answer that needs to be corrected by the child
- If the child is not expected to go back and correct work, the correct answer will be written by the adult
- All incorrect numeral formation will either be corrected by an adult or indicated that the child should go back and correct formation themselves

OUR MONITORING – How will we monitor the effectiveness of our Feedback policy?

At Katherine Semar we believe that the most effective way to monitor the impact of our Feedback policy is to utilise and triangulate a broad range of moderating activities, involve our stakeholders, and apply these regularly, consistently and robustly. Through our annual Monitoring, Evaluation and Review cycle, we employ the following monitoring activities in across the curriculum:

- **Lesson Observations and Learning Walks**
  - o Senior Leaders and Subject Co-ordinators regularly undertake planned and unplanned lesson observations and learning walks. These have a clear focus and feedback and findings are used to inform individual and whole-school Continuing Professional Development (CPD), School Development Planning and curriculum action plans.
- **Moderation**
  - o We engage in termly opportunities to moderate learning with colleagues from within the school as well as working with networks of local schools.
- **Work Scrutinies**
  - o Work scrutinies are carried out by subject coordinators, Senior Leadership Team and whole staff.
- **Pupil Conferences**
  - o Every child from Year Two to Six has a learning mentor from the senior leadership team. They have individual pupil conferences twice a year which supports children to take ownership of their own learning, review their progress and set themselves development targets.
- **Governor Visits**
  - o As part of the Governors' Monitoring, Evaluation and Review cycle, governors make regular visits to school to monitor progress towards the school development plan.
  - o Monitoring activities include a range of teaching and learning observations, discussions with subject co-ordinators, meetings with pupils, visits to subject specific celebration assemblies, work scrutinies and subject leader reports.

- **Pupil interviews/surveys**
  - Senior staff, subject co-ordinators and governors take regular opportunities to listen to the views of pupils in relation to their experience of feedback at our school and their responses actively inform subject development through the school development plan.

What does the marking in my book mean?

LO – We are learning to...

☺ or (1HP) - You have tried really hard today.

✔ - You have nearly achieved the LO   ✔✔ - You have achieved the LO

? – You have not achieved the LO

✔ - You got this right   ● - You need to check this again

〰 - You need to check your spelling

☆ - This shows something you did really well.

↓ - This shows something you need to work on.

(AS) – An adult helped you with this piece of learning   (INT) – You worked with an adult on this learning after the lesson

(I) – You did this by yourself   (G) – You worked in a guided group

(P) – You worked with a partner   (VF) – An adult talked to you about this piece of learning