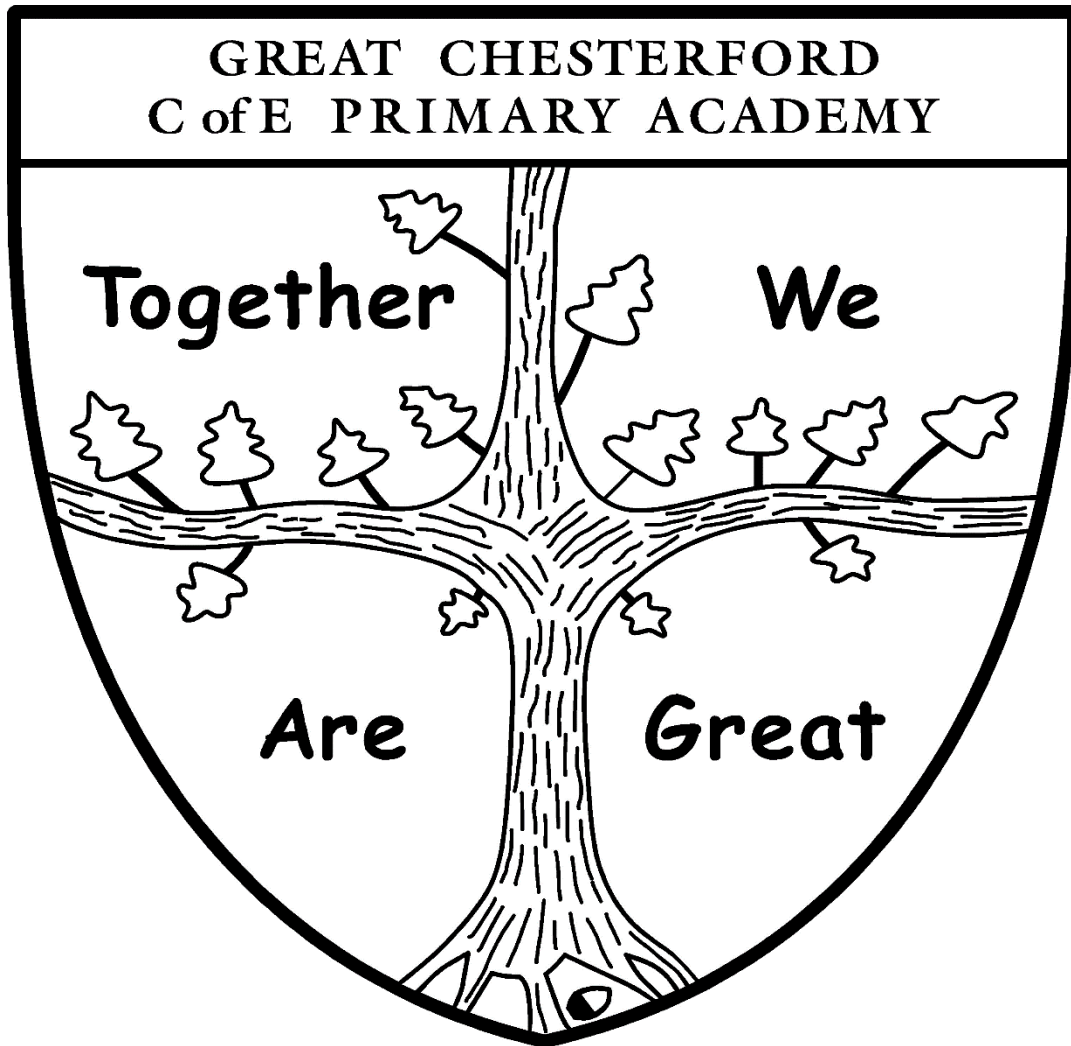


GREAT CHESTERFORD C. OF E. PRIMARY ACADEMY



Two are better off than one, because together they can work more effectively.

Ecclesiastes 4:9

Feedback Policy

March 2022

At Great Chesterford C. of E. Primary Academy, we aim to provide the best possible education for each child within the context of a caring Christian community. Our school values underpin all aspects of school life, including behaviour and relationships within our school. Our school values are: God's Guidance, Respect One Another, Excellent Behaviour, Aiming High and Tremendous Teamwork. Our Golden Rule is to 'treat others as you would like to be treated'.

Our curriculum promotes the spiritual, cultural, intellectual, moral, mental physical, health and social well-being of each child. We strive to provide a high standard of education for all children, irrespective of gender, culture, ability or aptitude.

Aims and Principles

This policy outlines the purpose, nature and management of feedback in our school. At Great Chesterford C. of E. Primary Academy, we recognise the importance of feedback as an integral part of the teaching and learning cycle. Whenever feedback is given, we should always start by asking ourselves, 'why are we giving this feedback?' There are two main reasons:

- To motivate the child
- To create the opportunity to move learning on by:
 - Addressing a misunderstanding
 - Reinforcing a skill or key piece of information
 - Extending a child's understanding or ability to do something

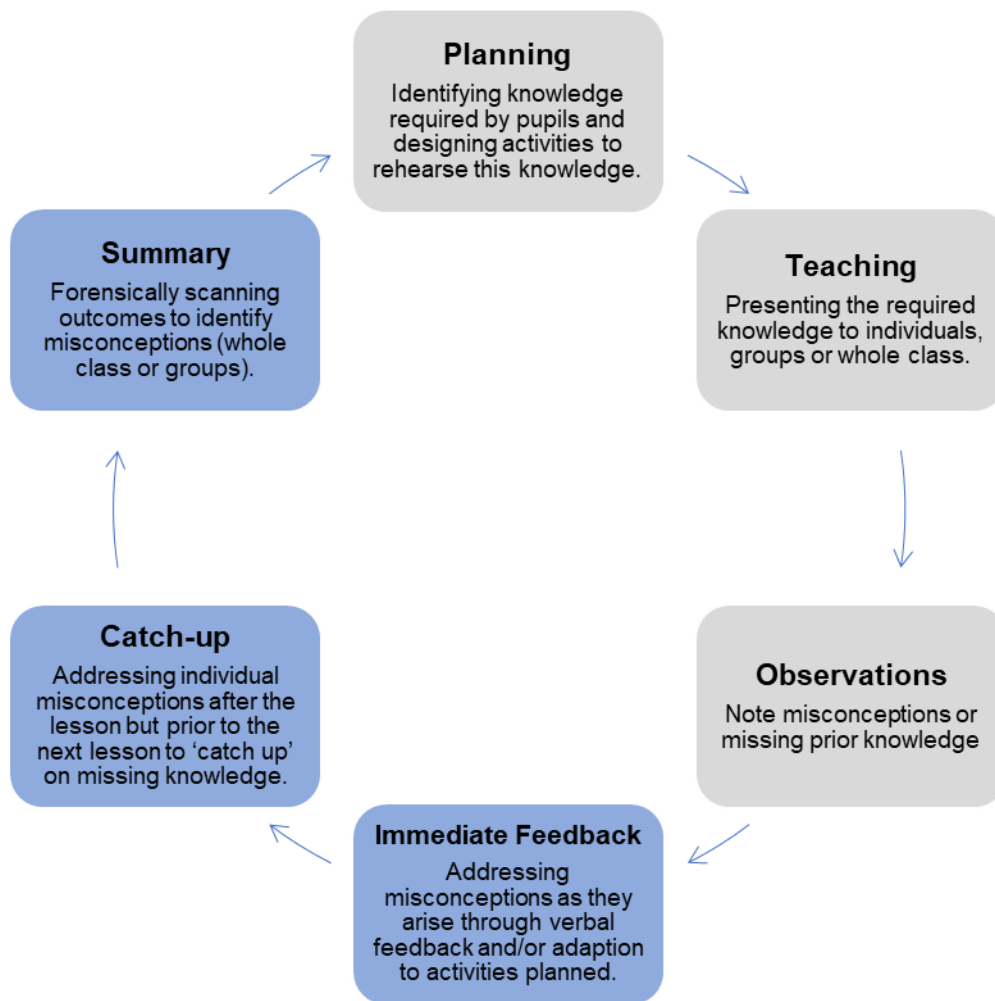
Effective feedback should focus on the task, subject and self-regulation strategies; it provides specific information on how to improve. Feedback can be effective during, immediately after and some time after learning and come from a variety of sources: teachers, teaching assistants and peers. Different methods of feedback delivery can be effective: verbal, written, for individuals, groups or the whole class.

Why we don't have written marking for every piece of work

This policy reflects the findings of The Department for Education review paper: Eliminating unnecessary workload around marking (DfE, 2016). The quantity of feedback should not be confused with the quality. The quality of the feedback, however given, will be seen in how a pupil is able to tackle subsequent work. Written evidence of the feedback given is incidental to the process; we do not provide additional evidence for external verification. Additionally, we want children to be reflective learners; they should be encouraged to participate in error identification, so they think hard about the quality of their own work rather than the teacher doing this for them.

Organisation

Feedback should be given once the adults have gathered assessments that enable them to adjust their teaching both within and across a sequence of lessons. It is vital that teachers analyse the work that children undertake in lessons and use information obtained from this to allow them to adjust their teaching. Feedback occurs at one of three common stages in the learning process:



While the purpose of feedback remains consistent across all year groups, the type of feedback will vary depending on the age of the children and the task given. In particular, feedback given in EYFS and Year 1 is predominantly immediate, verbal feedback.

Guidance for teachers:

The following details suggestions for giving feedback linked to written work and Maths. It is worth noting that feedback will look different across the seven years of primary education. The skills of proof reading and editing a piece of work retrospectively are taught, as per the National Curriculum, from Year 1.

Feedback Linked to Written Work

The feedback sheet may be used to note information regarding the work completed. This sheet can be completed during the lesson from observations and following lessons by reviewing children's work. Support staff are encouraged to contribute to the feedback. Feedback sheets will be kept in a class folder.

Most writing sessions will include time for editing time. During this time, children will receive whole class feedback about strengths and areas for development and direct teaching about how to identify and address individual weaknesses. These will be linked to both the technical accuracy of writing: spelling errors, punctuation omissions and other technical mishaps, and things to do with the sophistication of the written outcome: the actual content. The feedback sheet will also allow teachers to note individual children – those who have done particularly well and those who additional follow up work is needed.

Editing time will be divided into two sections: proof reading (focusing on checking punctuation, spellings, letter formation/handwriting, grammatical errors) and editing (focusing on the composition/content, improving vocabulary, adding further clarity, experimenting with word order/sentence structure). The time allocated to the editing process depends on the age of the children and the initial task.

Strategies which may support the editing process include:

- Sharing extracts of work on the visualiser/IWB and working with the children to identifying good examples and possible improvements. Direct teaching may be required to support the children in understanding how to make improvements.
- Comparing two examples of work and working with the children to identify the strengths/weaknesses.
- Editing stations to allow children time to focus on one aspect to improve e.g. punctuation, spelling etc.
- Allowing the author time to make improvements with a green improving pen/pencil.
- Adding an editing 'flap' with the paragraph re-drafted with improvement and glue as a flap over the original piece.
- Asking children to re-draft a section of work at the end of their finished piece.
- Peer assessment or editing.

Whilst commonly misspelt words and grammatical errors will be re-taught during whole class feedback, there may be a need to identify specific mistakes for individual pupils. Spelling errors will be signalled to the children through the use of a line under the word and 'sp' written in the margin. To ensure feedback is appropriate and timely, a maximum of four key spellings will be identified per piece of writing. Children will be given time to correct these spellings; they may be expected to seek out the correct spelling themselves by using a spelling sheet, word bank, dictionary or personal spelling list.

Targets or questions may be given to individual pupils in their books to help them focus on improving their work or to further assess the individual's knowledge. Misconceptions must be addressed, and the pupil's work should show that this has occurred.

Where mistakes are deeply entrenched, or the children are very young or lack confidence, the teacher may need to do some direct work modelling how to overcome these either individually or as part of a group. To reinforce such teaching points, setting an editing challenge based on a fictional piece of work with only one, recurrent error may be set. Identifying errors may be done with an adult instead of the child editing their own piece of work or as a prelude to it but the child should still be expected to think hard about identifying the errors.

Feedback Linked to Maths Work

During maths lessons, children should be involved in the marking of their own work although the teacher or teaching assistant may also do this. Ideally, the marking of questions should be done periodically after the child has completed a short number of questions rather than at the end of the lesson. Any common misconceptions should be addressed using the visualiser or IWB to model the calculation. Giving children work to 'mark' from fictitious children, which includes common misconceptions, is a good strategy to help children internalise the mathematical processes.

In EYFS and KS1, whilst the above-mentioned skills and routines are being taught and embedded, it may be necessary for teachers and teaching assistants to check through

calculations for the children. In addition to this, whilst secure number formation is developing, incorrect formation may be identified using a wiggly line under the number.

In addition to the questions being marked, a targeted question may be written in a thought bubble with room for the child to respond. These bubbles may reinforce the concept, move the learning on or address a calculation error. Children will be given time to attempt these questions which the teacher will in turn respond to.

Target Ladders

From Year 1 onwards, there will be a ladder with targets for the children in each child's maths and English books. This will be updated regularly so they know what to work on.

Monitoring

The implementation of this policy is the responsibility of all staff and will be monitored by the headteacher, Senior Leadership Team and governing body.

Evaluation and Review

The assessment and record keeping policy of the school is regularly evaluated and updated in line with the Curriculum Policy and the School Development Plan.

This policy was written by the school assessment leader in consultation with the headteacher, staff and governors.

It was reviewed in March 2022.

Adopted by staff _____ (signed) _____ (date)

Adopted by governors _____ (signed) _____ (date)



Appendix 1 - Feedback Sheet

Feedback Sheet		Date:	Subject:
Work to Praise and Share Consider use of visualiser / peer WAGOLL etc.		Need Further Support Consider how these children will be supported	
Presentation	SPAG / Basic Skills Errors / Knowledge Gaps		
Misconceptions and Notes for Future Lessons			