Feedback Policy Appendix

Children should be clear about what the different coloured markings in their books mean and what is expected of them when they respond, revise or edit their work. This will require regular modelling and reminders.

Most often, feedback will be verbal and children will respond in red pen to show this has happened. When this takes place, no additional written comments or marking codes are required.



Teachers use a **black pen** when providing written feedback. This will take place during the lesson 'in the moment'.



Children use a **red pen** to respond, correct, revise, edit or improve their work following individual, group or class feedback / prompts.



If the child has tried particularly hard or completed a task particularly well the teacher may award them a hand-drawn or stamped **'Mini Southville Star'**. These should be genuine, sparing and, where appropriate, based on 'Personal Bests', encouraging a growth mind-set. The teacher may acknowledge this in front of the class.

Literacy - Writing

Planning: Feedback that offers only general and vague remarks is less likely to be effective (EEF). It should be clear to the child which aspect of the learning they have been successful in and which aspect they could do better in. For this to happen, at the initial planning stage, it is important that teachers carefully consider what to include in the **Success Criteria** for the final outcome and that they include examples of each in the **WAGOLL** (What A Good One Looks Like). The Success Criteria should include genre specific, age appropriate objectives linked to text and sentence structure, word classes, vocabulary and punctuation. These should be taken from the **progression overview.** The Success Criteria may also include transcriptional skills. Importantly, all aspects of the Success Criteria should be taught explicitly during the build up to the extended writing outcome (or have been taught during a previous year and consolidated). During the build up to an independent outcome, the WALT should specifically relate to one or more of these objectives.

Individual lessons: There should be explicit teaching which scaffolds the children's learning leading up to the final outcome. There should be evidence of children editing, improving or correcting their writing in red pen during these lessons as a result of verbal feedback. No written feedback, highlighting or marking should take place after the lesson. Instead, teachers should spend time looking at books (during and after the lesson) to consider whether the children have demonstrated a secure understanding of the new learning. This may lead to amendments in the planning of the next lesson.

Extended writing: During the build up to an independent outcome, there should be opportunities for more extended pieces of writing (e.g. writing a section for a non-fiction piece or few paragraphs for a narrative piece). When appropriate, a Success Criteria should be used which includes the knowledge and skills that have been explicitly taught. This allows the teacher to assess and evaluate against specific learning gaps, which feedback and adaptation to the next lesson will aim to fill. No written feedback or marking is required, but staff may wish to highlight 'in the moment' or after the lesson. There should be evidence of children editing, improving or correcting their writing in red pen during these lessons as a result of verbal feedback. There should always be a '5 star edit' during this piece of learning.

WALT: write the opening of a newspaper report	**(write GW if guided work)**
Success Criteria:	**Child**
5 STAR SENTENCES: Finger spaces, Capital Letters, Handwriting, Punctuation, Spelling	
Include the 4Ws (who, what, where, when)	✓

Use formal vocabulary	✓
Use prepositional phrases (time and place)	✓
Use parenthesis (brackets) to add extra information	✓

Teachers should carefully consider when best to use self, peer and teacher assessment. All three columns are not always needed; do not include them unless they are going to be filled. Self and peer assessment needs to be planned for in advance and explicitly modelled in order to be most effective.

Independent <u>final</u> outcome: Teachers should follow the highlighting process in every child's book after the final outcome has been completed (including an opportunity for the child to self-edit and improve). No written marking is expected.

Teachers should not highlight more than one area of the Success Criteria as it may confuse or overload children and make it difficult for them to know which aspect of the learning they have done well in. The exception is when the Success Criteria includes the '5 Star Sentences' and teachers can then highlight an additional area.



Green highlighting indicates where the child has been successful. Where possible, this should directly link to the Success Criteria. The teacher highlights in green the part of the Success Criteria where the child has been successful. The teacher may then decide to pick out good examples in their work, also highlighting them in green. If the area of improvement does not link to the Success Criteria, the teacher will need to write it underneath and highlight it green.



Blue highlighting indicates where the child could improve. Where possible, this should directly link to the Success Criteria. The teacher highlights in blue the part of the Success Criteria where the child *could* improve or *needs* to review. The teacher may then decide to pick out examples of this in their work, also highlighting them in blue. If the area of improvement does not link to the Success Criteria, the teacher will need to write it underneath and highlight the example in blue.



If the area of improvement is complex and very specific to the child, the child may need to speak directly to the teacher during the next lesson (or at a convenient time before the next lesson) for a **'mini conference'** / verbal explanation. No additional written marking is required.

<u>WALT: write a diary entry</u>	**(write GW if guided work)**
Success Criteria:	**Teacher**
5 STAR SENTENCES: Finger spaces, Capital Letters, Handwriting, Punctuation, Spelling	✓
Must:	
Write in the first person (I, me, we, my….)	✓
Write in the past tense	
Use my sense to describe (SEE, HEAR, SMELL and FEEL)	✓
Use paragraphs to order events in chronologically	✓
Should:	
Include feelings and emotions	✓
Include a range of conjunctions	✓
Could:	
Include fronted adverbials with a comma (time and manner)	

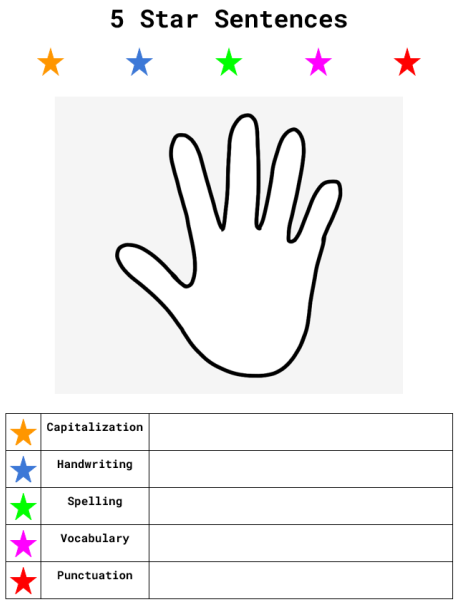
In the above example, the teacher may pick out good examples of where the child has included feelings and emotions in their work, highlighting them in green.

The teacher may pick out examples of where the child did not write in the past tense, highlighting them in blue. The 5 star sentences should be included at the top of every final outcome Success Criteria. Individual objectives may also be highlighted green or blue (e.g. 'Handwriting' could be highlighted as blue if identified as an area of improvement). There should be at least one '5 Star edit' during a final written outcome.

Teachers are encouraged to use **whole class assessment / feedback grids** when looking at the children's final outcomes as a way to record common areas of strength and development. These should be shared across the year group as it will inform future planning. It should help year group teams to prioritize which objectives children need to consolidate and which objectives they need to focus on next to further develop their writing.

Whole class successes / praise Include specific examples	**Whole class areas of improvement** Include specific examples or objectives to use as teaching points / to inform future planning / to inform the content of consolidation tasks during 'Do Now' or 'Starter' tasks
Individual praise - be specific Could be shared with whole class	**Group concerns** See above. These child may form a focus group during future lessons
General concerns / areas of improvement To note in feedback & to focus on in future planning (e.g. presentation / SPAG/ a specific '5 Star' objective)	**Individual areas of improvement** See above. This child may need a 1:1 conference / to work with a member of staff outside the lesson at a separate time

'5 Star Edit':



All lessons that involve sustained / extended writing should include a '5 Star Edit', taking the form of a 'mini-plenary' or 'learning stop'. The aim of the '5 Star Edit' is to develop children's independence at reviewing, editing and correcting their own work. It is also to raise the profile and importance of being accurate when writing. This, in turn, will mean more time for teachers to feed back on other areas of writing, such as composition, during the next lesson.

If possible, teachers should provide feedback or prompts based on the writing they have read whilst circulating the class during the lesson. Alternatively, they may focus on one of the 5 Stars specifically if it has been identified as a common area of development before the lesson.

If there is a spelling that the child is continually getting wrong, the teacher may write the word underneath the text and ask them to write it out three times.

During a '5 Star Edit' children should use a red pen.

Maths

We follow the marking guidance from the NCETM which advises that 'the next lesson is the next step'. While there is no expectation for teachers to provide written comments or 'next steps' in books after the lesson, it should be clear in a child's book that a teacher is regularly assessing their level of understanding and adapting their practice accordingly.

Child Working	Action	Feedback or Feedforward
A child makes an error that the teacher distinguishes as a 'slip'. The teacher believes the child can self-correct their mistake.	The teacher draws a box / space for the child to input their new answer in a red pen. **Or** The child has another go and writes their answer next to their old one in a red pen. When appropriate, children show their working out using a red pen. In both cases, the teacher may direct the child to a model, image or a set of 'steps to success' to support them.	The teacher marks the new answer (s) **or** the teacher reads out the answer / the child goes to a marking station and the child marks their new answer. The teacher checks their new answer (s) to confirm it was a 'slip' and not a conceptual misunderstanding. The teacher may also provide a consolidation task / question(s) so the child or group of children can demonstrate secure understanding, before moving on. This is either during the lesson 'over the shoulder' or during the start of the next lesson as part of the 'Do Now' task.
A child makes an error that the teacher distinguishes as a conceptual misunderstanding.	The teacher will need to address this specific misconception individually or, if it is common, to a group or class. If possible, the teacher stops the lesson 'in the moment'. The concept or knowledge is re-taught. The teacher may need to consider the explanations, images, resources or models chosen to demonstrate the underlying concept, idea or learning point. The learning may need to be broken up into smaller chunks. **Or** The teacher amends the content of the next lesson considering the above. The teacher may need to provide extra guidance, modelling and scaffolded support (including a focus group).	The teacher adapts the next lesson to ensure there are consolidation tasks / questions so the child / children can demonstrate they are secure with their understanding, before moving on. If it was addressed during the lesson, 'in the moment', this might be part of a 'Do Now' task the following day. If it was identified during / after the lesson, particularly if it was a common misconception, it will need to be addressed as a part of the main body of the next lesson, probably at the start.
A child answers all questions provided and is ready to move on.	The teacher reads the answers out and the child marks their work **or** the child marks their own work at a marking station. This works well if parts of the lesson are 'chunked' or put into sections. 'Stop after section A and we will mark your answers'. The teacher checks to prove the child is ready to move on. Note: Being confident with a child 'moving on' often requires the teacher to provide an informal threshold score (i.e. 'If you got 8 out of 10 correct, move on to section B. If you haven't, please come and see me' **or** 'look at the IWB as I'm going to go through it again' **or** 'have a look at the model example and steps to success and have another go at the ones you got wrong in red pen').	The next lesson is the next step. The child simply moves on to the next building block in the unit. **And / Or** The child / children are 'challenged'. The focus should be to 'deepen their understanding' and knowledge, rather than being accelerated onto new content. This often involves variation theory (conceptual or procedural). E.g the child is challenged to use the same skill in a slightly different context or way. The teacher may do this by amending the content of the next lesson **or** by including extra challenge questions during the 'Do Now' task the following day. No red pen is required for this unless feedback is given.

Science and Foundation Subjects

No written marking is required for foundation subjects. Teachers should provide verbal feedback during the lesson and at the start of the next lesson. Children should respond in red pen as they would for Literacy and Maths. There should be a '5 Star Edit' when there is any extended writing to ensure there are high expectations for transcription, grammar and punctuation across the curriculum.

At the end of a unit of work (and during when appropriate), staff should assess children's level of understanding against the objectives taught. These objectives should be taken from the 'Progression Overview' and the National Curriculum for the subject being taught. They should be identified at the initial planning stage. The assessment information recorded should be used when considering or adapting planning for the next step in the lesson sequence or the next unit in that subject area. The aim is to build on areas of strength, consolidate 'fragile' learning and prioritise the substantive and disciplinary knowledge and skills the children need moving forward. This is intended to be an informal, quick reflective task which is completed as a year group. This process is also aimed to assist teachers when they make a final assessment for children at the end of the year.

Whole class areas of strength (subject specific objectives / substantive and disciplinary knowledge)	**Whole class areas of improvement and development / misconceptions** (subject specific objectives / substantive and disciplinary knowledge)