

'Knowing each child, growing each child, in God's love'

Tonwell St Mary's CE Primary School

Feedback for Learning Policy

1 John 4:16

*And so we know and rely on the love God has for us.
God is love. Whoever lives in love lives in God, and God in them.*

Date ratified: September 2019

Review date: September 2021

Philosophy

At Tonwell St Mary's we believe response and feedback are fundamental elements of the assessment of children's work, helping children become reflective learners and make progress and helping teachers inform future planning.

Principles

Response and feedback should:

- Be manageable for teachers
- Relate to the learning objective and success criteria
- Involve all adults working with children in the classroom
- Be clear and direct
- Give recognition and appropriate praise for achievement
- Give clear strategies for improvement
- Inform future planning
- Be accessible to all children
- Use consistent codes throughout the school
- Support the principle that it is ok to make mistakes and that we learn from 'marvellous mistakes' that we make

Verbal feedback

At Tonwell we recognise the importance of children receiving regular verbal feedback. The majority of feedback given in school is verbal and responsive within lessons. Adults will talk to children about how they have met the learning objective and success criteria and question the child about a specific part of the work. This can address misconceptions extend learning.

Summative feedback / marking

This usually consists of ticks if correct and dots if it is wrong in the children's books. These are often associated with closed tasks or exercises (e.g. calculations or spelling tests) where the answer is either right or wrong. Wherever possible, children should self-mark (e.g. checking station in KS2 independent zone) or the work should be marked as an individual, group or class. Staff will then make notes while checking children's books and decide how best to respond in the next lesson. This might include:

1. Reteaching - they don't understand this and many children have made similar mistakes. I need to reteach with different examples
2. Revising - they know something about this but we need to go over it again because otherwise they will forget it. Children have begun to learn this but it is not yet secure.
3. Redrafting - they can do this better. I need to model how to improve it. I might use a piece of the children's work (with their permission) to model to the whole class.
4. Practising - they can do this but it is not yet automatic.

5. Checking - I need more information before I am convinced they really have this securely. This will usually mean revisiting this after a period of 3-4 weeks, possibly using a mini quiz or further examples in a different context.

And finally

6. Moving on to something new - evidence shows children have got it.

Written feedback

Short written feedback is given as acknowledgement to show how well the child has met the learning objective and success criteria using Part 1 of the Marking Code. Longer written feedback is used less frequently and only for children who are able to read, understand and respond to the comments and edit their work as a result using Part 2 of the Marking Code. Staff use a blue pen or biro to give written feedback. Written feedback marking should include the following codes (See Appendix 1):

The emphasis in longer marking should be on both the successes made against the learning objective and also the improvement needed against the learning objective. Strategies for focused marking include:

- Highlight in pink: areas where a child has correctly applied skills related to the learning intention and success criteria.
- Highlight in green: areas where a child can make improvements related to the learning intention and success criteria.
- Written comments to help 'close the gap'.

'Gold Standard' sheets set out age related expectations for writing. Teachers use these sheets with children at the end of each unit in writing to self or peer and teacher assess the work.

Secretarial features

Correct spelling, punctuation, etc., should not be asked for in every piece of writing, because children cannot effectively focus on too many things in one space of time. When work is finished, ask children to self-check and edit their own work.

All spelling and punctuation errors do not have to be corrected when the work is marked. High Frequency Words/Common Exception Words and subject-specific words (e.g. friction, invaders), which the children are exposed to regularly should be corrected by both the teacher and child.

PPA/Supply Teachers/Teaching Assistants/Student Teachers



- PPA/Supply teachers are expected to mark in line with the school policy. The marking code is displayed in every classroom. If required, they should seek clarification.
- PPA/Supply teachers are expected to mark, where possible, on the premises, with accompanying assessment feedback notes made on the teaching plans. These will inform the class teacher of how the children progressed against the learning objective and also any necessary adjustments which should be made to the plans for the following lesson.

Organisation

- A pink dot to indicate a positive comment linked to the LO
- A green dot to indicate a next step comment linked to the LO
- If a comment has been made verbally, the adult should indicate this with a 'VF' on the work.
- If work has been supported by teacher indicate with a 'T', and if work has been supported by a Teaching Assistant indicate with 'TA'.
- Spelling errors that need correcting should be underlined.

Appendix 1

Tonwell St Mary's Marking Code

T/TA	With adult help
VF	Verbal feedback given
O	Missing punctuation
<u>underline</u> or reminder to self-correct	Spelling error
//	New paragraph
^	Missing word or letter
Pink tick next to learning objective	You have met the learning objective and success criteria
Green dot next to learning objective	You have not met the learning objective and success criteria yet
	What you have done well
	Next step for success
Green biro or green pencil	Self/Peer marking or improvements