Feedback Policy

Document history	
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A copy of this document can be obtained from	The schools' network and website

Related documents	

Feedback Policy

Intent:

1. To ensure feedback is a central part of our Purple Learning whole school approach to learning whereby the children are intrinsically motivated to want to identify areas for improvement and achieve success

2. To ensure feedback is effective in providing each child with the confidence to know:

   - where they are on their learning journey
   - their own 'what's next' learning goal
   - how and when they have achieved success

3. To ensure the teaching team are empowered to engage in effective feedback which both delivers for the child and is cognisant of their workload

4. To ensure our stakeholders (staff, children, families, carers, governors, West Berkshire authority) are clear on how we deliver feedback that is central to successful learning

Key principles:

- Feedback is central to Purple Learning and should be framed by all adults as a way to move between the learning zones and support children to achieve success

- Feedback is a constant two-way dialogue in which the teaching team and the children are active, and should not be seen solely as something that happens at the end of a learning task.

- Each child should be able to talk confidently about where they are on their learning journey and the next step they need to take to reach their goal.

- Feedback for each child should be specific to their learning task or the current learning need with clarity on how to improve.

- Self-reflection by a child should be a constant and embedded practise. This should be explicitly modelled and time given for children to demonstrate.

- Verbal feedback is efficient and effective, and can be provided by both teaching teams and peers.

- Written marking should only be provided if the child has time to reflect on the comment and respond to it – often this will take place in morning tasks or at the start or end of every lesson. Time MUST be given for children to respond to any feedback.

Feedback in the classroom:

There are several ways for effective feedback to be delivered. These activities should be viewed **as a partnership with the constant adaptation of planning** to reflect the findings of these activities.

Whole class discussions

Verbal feedback can take many forms and should be a constant in classrooms. Examples include:

- Start of lesson discussions to assess prior knowledge and address any existing misconceptions
- Mini plenaries throughout lessons to provide feedback to showcase success and scaffold further learning
- Whole class verbal feedback discussions on a child's work
- Peer assessment (but be sure that explicit teaching of how to peer assess takes place first and children are clear about the success criteria they are assessing against)
- End of lesson discussions to let children know if they have been successful and what the next step on their learning journey is

Discussion points are most effective when they are considered ahead of a lesson.

Highlighting successes – Green highlighting

Highlighting words or phrases in green, where a child has demonstrated they are using learned content, enables the child to receive explicit recognition that their learning is successful.

The practise of identifying successes in learning must be explicitly taught and discussed throughout the year in whole group discussions or chaired verbal feedback groups.

Highlighted work may relate to an element of the writing assessment grid for that particular year or a target that a specific child is working towards (which might be out of year group). It also provides the teaching team with a way to assess achievements.

A list of common shorthand symbols to supplement this can found below.

Highlighting areas to develop – Pink highlighting

Highlighting in pink words or phrases where are a child has not demonstrated they are using learned content enables the child to receive explicit feedback on how they need to improve their work.

By complementing the highlighting with a discussion around how this relates to their Purple Learning and the spoken phrase 'Pink to Think', the child is prompted to reflect on where they need to apply their learning. This highlight may also need a written prompt to ensure the child is clear on next steps.

Pink highlighting can also be used to extend learning. For example, to encourage use of additional skills or knowledge or to acknowledge spellings that need to be practiced by the child.

The practise of identifying improvement areas must be explicitly taught and discussed throughout the year in whole group discussions or chaired verbal feedback groups.

Pink highlighting also provides the teaching team with a way to assess areas for development.

Self-reflection – Purple pen

Self-reflection should be encouraged for all children in all learning as a key element of Purple Learning. To ensure consistency across the school, the use of purple pens to show this self-reflection in their writing should take place regularly.

This skill should be taught, modelled and time dedicated for this to happen. An across school strategy to encourage this is CUPS and ARMS. This should be adapted for the specific learning areas of each year group and focus areas evolve as the year progresses. Resources to support this can be found in TEACHERS, ENGLISH, Display and Environment, CUPS AND ARMS – examples below taken from Y2 June 2024).

PROOFREADING – THINK CUPS!

C **Capitals:** names, places, titles, months, days, I, start of a sentence
U **Usage:** Have you used the past or present tense in the correct place? 1st or 3rd person?
P **Punctuation:**
S **Spelling:** check all words using your Spelling Journal, the Learning Wall, word bank, or a dictionary. Use a spelling checker to help.

EDITING – THINK ARMS!

A **Add:** Can you add more detail or add more description? Did you use your senses?
R **Remove:** Is there anything that doesn't make sense? Remove it.
M **Move:** Would your sentence sound better if you moved a word or phrase?
S **Substitute:** Can you change words/phrases to make your writing more interesting?

Proofreading (focus on removing errors):

C – Capital Letters
U – Usage
P – Punctuation
S – Spelling

Editing (focus on improving the content):

A – Additions
R – Remove
M – Move
S – Substitute

Peer reflection

Encouraging children to give each other feedback is a valuable tool in the classroom. This can be done using a visualiser or through partner/small group discussions. The children should be encouraged to focus on one clear area of feedback at a time, with an adult supporting to chair discussions as needed. Children can then use their Purple Pens to embed this feedback as necessary.

Written feedback

Written feedback can be used to supplement a pink highlight (e.g. to give the child a clear direction to improve) or if appropriate, to give a next step. The child **must then** be given time to reflect on the comment and an opportunity to demonstrate they have responded to it.

Headers – Success Criteria and Final Expectations

All learning should be framed by a clear learning question, with success criteria made explicit for every piece of work children complete. Success criteria are most effective when co-created with the children; however, pre-set criteria can also be used when appropriate. Every piece of learning must have a neat header pasted into books, including the learning question followed by the success criteria or steps to success for that lesson.

Date:			
LQ:	◯	I	S
SC:	Child		

After each lesson, every child must self-assess their work against the success criteria. They can circle if the work is independent (I) or supported (S). Every piece of learning must be self-assessed by the child – evidence of purple pen for edits and corrections should be seen as well.

In English, at least two pieces of learning per week should be highlighted by the class teacher against these criteria. All pieces of learning, regardless of subject, must be acknowledged with the adult's initials in the small circle.

Feedback in all other subjects should be given at least every other week. The most effective feedback is 'in the moment' live marking, which is best achieved during small group work within lessons.

In Maths, children must self-mark all their learning, and the teacher must provide feedback at least twice per week. Crucially, all feedback must include time for the child to respond and act on the guidance provided.

Learning walls

Content on a learning wall should be co-created with a class as part of their learning. They provide vital support for children to address any learning they have covered and become a reference when self-reflecting.

<u>APPENDIX</u>

In producing this policy, we have consulted with staff, pupils and reflected on expert external research.

Pupils told us:

- "feedback gives me new ideas"
- "I don't get feedback so I don't know how to improve"
- "We check our work with a partner and do verbal feedback groups"

Staff told us:

- "we do all verbal feedback"
- "we use some marks in green pen on books from conversations or things to support the child in the moment"
- **"**we have editing lesson at the end of every writing unit"
- "we have a 3-step editing process modelled: correct, improve, add"

External research shows:

1. Providing feedback is a well-evidenced and has a high impact on learning outcomes.

2. Effective feedback tends to focus on the task and provides specific information on how to improve.

3. Studies of verbal feedback show slightly higher impacts overall (+7 months).

4. Written marking may play one part of an effective feedback strategy – but it is crucial to monitor impacts on staff workload.

6. "Where to next" approach should be explicit in stating where a child is, what the end goal is and what they need to do to get there

7. Feedback should always be 2-way - letting the teacher know where the children are, and being clear for them on their personal next steps

8. Approaches should be applicable across whole curriculum

9. "Feedback" should cover feedback (i.e. what has gone well/where they are at) and feedforward (even better if/to get to next stage)

10. 'Whole class feedback' should be embedded in planning, mixed with self-marking/editing, peer collaborative feedback, and on-the-spot feedback by adults

11. Feedback should always be cognisant of workload and purpose of any approach

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Feedback Symbols

Before using any of these symbols, please reflect on why you feel it is important to include them on a child's piece of work. Is there a purpose and who is it for? These symbols can be supplemented by annotations (e.g. copied from whiteboard/Class Teacher scribed).

This is a flexible system and should be implemented/explained along with context from the teacher. For example, some classes may assume the majority of work is independent unless otherwise stated whereas an alternative class may want to highlight where work is clearly independent. Therefore, teachers do not need to use both independent and supported codes unless they feel necessary.

I	Independent	For work that been solely completed by the child
S	Supported	For work that has had additional support by an adult (e.g. a guided group, individual support or intervention)
V	Verbal feedback	When an adult has given specific feedback to a child
CD	Class Discussion	This may be useful where you have had a class discussion addressing an area of learning that you feel would be valuable recording
NS	Next Step	Where written marking gives a clear indication of what the child should do next.