

Sacred Heart Hindsford R.C. Primary School

Feedback Policy

September 2020 School Re-opening



Policy written by L. Delargy – Maths Lead
S. Johnson – English Lead

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Accepted by Governors: *J. Carter* signed (chair)
J. M. Dermott signed (Head)

Shared with staff: date: February 2019
September 2020

**By living out our Catholic faith
TOGETHER
we ENCOURAGE
and ACHIEVE**
"I have called you by name"

Aims

At Sacred Heart we aim to:

- Feedback in a positive manner which reflects the ethos of the school;
- Feedback regularly and consistently in ways which highlight the strengths of the child, using a language that is understood by children and parents, and that provides appropriate next steps for learning;
- Monitor progress using Assessment for Learning (AfL) throughout the course of the lesson;
- Show pupils that we value their work and encourage them to do the same;
- Boost pupils' self esteem and aspirations, through use of praise and encouragement;
- Offer the pupils specific information on the extent to which they have met the lesson objectives (WALT's) and the individual targets (WILF's) that have been set for them;
- Assess the pupil's level of understanding and correct any misconceptions;
- Share expectations.

Guidance

- The key element is to start with the assumption that all children can work independently given prior input.
- Work is to be marked using verbal feedback.
- Verbal feedback may be given by the teacher, by the Teaching Assistant or by pupils discussing their own and the work of their peers. (Always being mindful of appropriate social distancing).
- Feedback should be positive and constructive, identifying a positive aspect of the work and progress towards the learning, the next steps and setting future learning targets.
- It is essential that children are aware of the success criteria /WILF at the beginning of the activity.
- There should be high expectations of handwriting and presentation across all curriculum areas. (See Handwriting and Presentation section of the policy)

There should be a combination of types of feedback:

- **Immediate feedback – at the point of teaching;**
- **Summative feedback – at the end of a lesson/task;**
- **Review feedback - away from the point of teaching in preparation for next lesson.**

Majority of feedback will be done verbally through observation of work in progress or finished work (this includes peer feedback). Sharing and handling of work or books will be kept to a minimum and only occur when necessary by staff or other children.

Ongoing AfL:

- Throughout the lesson AfL should celebrate successes and address any misconceptions;
- At key intervals in the lesson the teachers use specific examples as a teaching point;
- Examples of work should be shared so that children can reflect on their understanding and of their progress towards the WALT/WILF;
- Teacher can then model expectations or children use the suggestions to edit and improve work independently;
- Peer assessment where children can share their work with a partner and each can suggest improvements.
- All editing and self-correcting should be done with pink pens. (Children will have their own labelled pink pen.)

ENGLISH

Genre Based Writing.

The relevant success criteria for the genre (long term targets) should be stuck into books **by the children** before any work is started.

WALT's for the lesson should relate to the genre but also include a specific skill-based WILF.

e.g. Write a narrative with a shift in time and use connectives such as however, although.

Children need to **stick or write their own WILF** before the lesson begins.

How will we feed back?

Immediate feedback – at the point of teaching:

- In lessons, marking and feedback should involve the child directly;
- Verbal comments should be appropriate to the age and understanding of the child and they must be able to respond to the comments made and be given time to do so.

Summative feedback – at the end of a lesson/task;

- Provides an opportunity for evaluation of learning in the lesson;
- May take form of self or peer- assessment against an agreed set of criteria
- May take the form of a quiz, test or score on a game;

- Plans will be annotated to indicate progress towards WALTs/WILFS i.e. initials highlighted;
- In Key Stage 1 **children add stickers** as dictated by the teacher;
- In Key Stage 2 **children record feedback** from the teacher where appropriate.

Review feedback - away from the point of teaching in preparation for next lesson.

- Teacher should select the work of one or two pupils which feature common mistakes, this could be used as feedback within the following lesson;
- Photographs should be taken of work produced e.g. open book/white boards which will then be projected and shared on the Interactive Whiteboard.

What will be the focus of the feedback?

- Any good examples or misconceptions that the children may encounter, which the teacher will use to model.

In Key Stage 2

- Children could use editing stations to focus on and edit and redraft for specific skills more independently.

How will we support children?

- Teachers may provide marking prompt sheets for children to help pupils who are struggling to identify their mistakes and as a means of scaffolding their task/writing. This could also be a prompt for editing.
- These can be shared at the start of a lesson e.g.

English Reminder: (KS1 skills)

- Have I started my sentence with a capital letter?
- Have I ended my sentence with a full stop, exclamation mark or question mark?
- Have I read back my sentence to check that it makes sense?
- Can I add any more description to my sentence?

Success Criteria to write a formal letter:

- Have I put the address of sender on right?
- Have I put the date on the right?
- 'Dear' to start my letter.
- Introductory paragraph (I am writing to...)
- Formal language/ tone
- Use the passive voice
- Formal conjunctions

- Concluding paragraph
- Yours faithfully (Dear Sir/Madam) to end letter
- OR Yours sincerely (Dear Mr/Mrs...)

Spelling and Grammar Based Activities.

These are activities planned to address specific skills in writing such as developing vocabulary, sentence structure and punctuation etc.

WILF's must relate directly to the skills to be developed. (Immediate targets).

Pupils **self-check** their own SpaG work:

- Teachers have the answers available for the children;
- After four or five sentences, pupils will check their answers themselves;
- If they have a mistake or misunderstanding, they should alert the teacher immediately;
- The skill can be revisited for these children;
- Pupils who see they get the first few sentences correct will feel more confident and more willing to move on independently.

Extended Writing.

This is taught on a fortnightly basis. When work has been completed it is to be left for 3 days and then after this period, can then be marked by the teacher.

Marking of Extended Writing

This should be marked using the extended writing colour code as follows
Extended writing 'smiley face' sheet to be used. (Copy in English File on the server).
Yellow – indicates a strength relating to the text type or genre. Examples of the progress towards the genre should be highlighted within the text using a yellow highlighter.

Orange – indicates progress directly related to a green target that has been given from the previous week's piece of writing. Highlight specific examples of progress towards the green target in orange and then set a new green next step.

If there is no evidence of progress towards the green target then do not use orange. This green target will then be given again but will need to be broken down into simpler more achievable steps.

Green – indicates next steps and future learning target towards the WILF and **must be skills based.**

Using a green pen offer a few examples of how children could achieve the next step, within the text where appropriate, or underneath the smiley face sheet.

A next step will then inform the following week's flexible group WILFs and planning for subsequent skills based and writing activities.

A double tick option can be used to draw attention to anything that was particularly well used.

Comment on handwriting and presentation using the stars on the 'smiley face' sheet. Handwriting targets have to be additional to the skills based targets.

Underline approximately 3 or 4 key words that children should be capable of spelling for their ability.

Write the correct spelling underneath with 3 dots so that children can practice these again.

Editing Code Literacy (To be stuck into the back cover of English book)

This is age / level appropriate. Some main codes should be common to the whole school:

sp..... spelling

underline the word that has been spelt incorrectly.

p..... check punctuation

indicate with circles where punctuation is missing or incorrect e.g. confused lower/upper case, missing full stops, missing commas etc.

g..... grammar/ sense of sentence

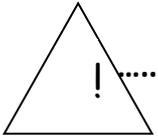
indicate by underlining with a wiggly line.



..... **dialogue**

//..... **new line or paragraph**

w..... better word/ vocabulary



..... **non negotiable**

draw attention to any errors in skills that children **must** use as they are previous year group expectations. e.g. fs and cl at Year 1.

MATHS

Children need **to stick or write their own WILF** before the lesson begins.

How will we feed back?

Immediate feedback – at the point of teaching:

- In lessons, marking and feedback should involve the child directly;
- Verbal comments should be appropriate to the age and understanding of the child and they must be able to respond to the comments made and be given time to do so.

Pupils self- check their maths work:

- Teachers have the answers to problems available for the children;
- After four or five calculations, pupils will check their answers themselves;
- If they have a misconception or misunderstand something, they should alert the teacher immediately;
- Concept can be revisited for these children;
- Pupils who see they get the first few calculations correct will feel more confident and more willing to move on independently.

Peer marking: (verbally and through observation)

- When more confident pupils finish their work, they can consolidate their learning by 'marking' other children's work;
- The children who are marking will do the calculations again – faster and possibly mentally – rather than just 'checking' against their own answers.

Summative feedback – at the end of a lesson/task:

- Provides an opportunity for evaluation against the WILF;
- Whole groups or whole class evaluate the outcomes of the lesson i.e. Self/peer assessment techniques;
- Addressing misconceptions;
- Plans will be annotated to indicate progress towards WALTs/WILFS i.e. initials highlighted;
- In Key Stage 1 **children add stickers** as dictated by the teacher;
- In Key Stage 2 **children record feedback** from the teacher where appropriate.

Review feedback - away from the point of teaching in preparation for next lesson:

- Teacher should select the work of one or two pupils which feature common mistakes, this could be used as feedback within the following lesson;
- Photographs could be taken of work produced e.g. open book/white boards which will then be projected and shared on the Interactive Whiteboard.

What will be the focus of the feedback?

- Misconception that the children have, where the teacher may need to model the correct method;
- A question or problem to consolidate understanding;
- A more challenging question or problem to move them on.

Children can then revisit their own work whilst reflecting on these examples.

How will we support children?

Teachers may provide marking prompt sheets for children to help pupils who are struggling to identify their mistakes.

These can be shared at the start of a lesson e.g.

Find my mistake (column addition)

- Did I put each numeral in the right place value column? Check each one.
- Did I forget to regroup?
- Did I forget to add the regrouped ten (or hundred)?
- Did I make a silly error with my adding?
- If you can't find your mistake, ask your partner to go through this checklist with you and see if they can help
- If you are still stuck, is there another child who looks like they are confident with this you could ask?
- If none of this works, ask an adult for help.

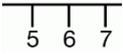
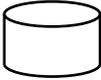
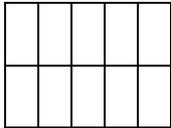
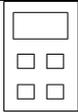
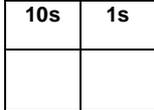
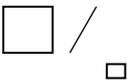
Find my mistake (identifying fractions of shapes)

- Did I check all the parts were equal?
- Did I count how many parts the shape had been divided into?
- Did I write that number underneath the vinculum (remember denominator → down)
- Did I count how many parts were shaded in?
- Did I write that number on top of the vinculum (remember numerator → on top)
- If you can't find your mistake, ask your partner to go through this checklist with you and see if they can help
- If you are still stuck, is there another child who looks like they are confident with this you could ask?
- If none of this works, ask an adult for help.

At the end of each lesson books will show

- Resources code to show which resources have been used for support;
- Orange or green spot to show progress towards the WILF

Symbols - how have I completed my work? (To be stuck into the front cover of Maths book).

Independent	I	number track		Dice	
Support	S	number line		2D shapes	
Explicit teach	ET	empty number line		3D shapes	
Group work	GW	ten frame		calculator	
Fingers		100 square		Money	p £
counters		multiplication square		clock	
cubes		arrow cards		Numicon	
20 beads	20 	place value chart			
100 beads	100 	bar method			
Base 10		mentally			

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Presentation

A high standard of presentation is expected across all subjects in the curriculum.
KS1 - WALT/WILF can be typed or written by the child as appropriate.
KS2 – WALT/WILF should be written by the child and underlined with a ruler.
Mistakes should be crossed out using one line drawn by a ruler.

Literacy

School handwriting policy should be followed by **all** staff and children at **all** times.
Date should be underlined and in words
e.g. Monday 13th July 2020.

Maths

Date should be underlined and have the day written and the figures
e.g. Monday 13. 7.20

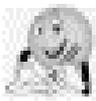
One square should be used for each digit.

All digits should be placed underneath each other in correct columns to aid calculations.

A line should be left blank between each new calculation.

A ruler should be used for all tables and underlining.

	<i>In this piece of writing you have...</i>
	<i>I'm really pleased that you have remembered to...</i>
	<i>Your writing could be even better if you...</i>
<i>Handwriting</i> ★★☆☆	

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Master Copy

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