

‘Every Child, Every Chance, Every Day’

Reviewed By	Ryan O’Hearn	Policy Owner	November 2018
Ratified by	Carolyn Fayle	Governor	November 2018
NEXT REVIEW			November 2020

“You can’t learn without feedback . . . It’s not teaching that causes learning. It’s the attempts by the learner to perform that cause learning, dependent upon the quality of the feedback and opportunities to use it” – *Grant Wiggins*.

What we mean by feedback:

The response (written or verbal) that teachers and TAs give children as a result of the work that they have produced or are producing; in order to move the learning on.

Objectives:

This purpose of this policy is to help teachers provide children with consistent and effective feedback. The feedback will consolidate children’s existing learning, move their learning forward, address areas for improvement and let them know why and how they have been successful. This policy aims to help children to take pride in their learning and the work they produce.

General guidelines:

- *We believe that the most effective feedback is that given verbally at the point of learning, identifying specifically what the child has done well, and what they can do instantly in order to further improve their work.*
- *We believe that good feedback gives the learner something to **do** so that the immediate reaction of the learner is that they have to **think**.*
- Children will be taught the feedback code in Year 3. It will be displayed in each classroom and group learning space.
- Feedback will be regular. It will be carried out in the lesson, or as soon as possible after the children have completed the work, so that it is meaningful and can inform their next steps. There is no point doing “catch-up marking” that does not benefit the children.
- Verbal or written feedback can take place with the child at their desk as part of the lesson.

- There should not be a queue of children at a teacher's desk – when they are not inputting to the class or working with a group, the teacher should be moving around the classroom giving input and feedback to groups or individual children.
- Written feedback should be in a different colour to the children's writing.
- Teachers' handwriting when giving written feedback should follow the school handwriting policy.
- Written feedback about presentation will be precise and will consist of annotations on the work. It will not form the bulk of the written feedback about children's work.
(See the written feedback code attached)

Verbal Feedback

When children are given verbal feedback, either individually, in a small group or as a whole class, VF will be recorded in their books in the margin or just underneath their current work, with a brief comment to explain what the feedback was regarding (eg VF: paragraph breaks). From that point on, the work should show an improvement as a result of the feedback. The VF and comment can be written by the teacher, a TA or the child themselves.

Written feedback

Written feedback will be fit for purpose:

- Some work might be annotated only by ticks, crosses or dots;
- Some written feedback will be done using highlighters: green for somewhere the LO has been met, pink for a part of the work that needs to be improved, orange for SPAG errors.
- Some written feedback will be completed by the child;
- Some written feedback will have comments, or pink highlighting, that will require the child to take action in the piece of work to improve it, or set a further challenge;
- Some written feedback will give the child the next target in learning;
- Approximately once per learning journey, at the most effective point, children's work will be marked in depth. There will be a comment on a positive aspect of how the child is working in that piece of work and a comment directing them to something to go back and immediately improve;
- Children will be set targets that will help them to make future pieces of work better. Teachers need to check that these targets are being worked towards.




Checking and responding (CAR):

- Key errors will be highlighted in pink or orange. This may not be all the errors present;
- Time will be given at the beginning of lessons, where appropriate, for children to look for orange and pink highlighting, read arrow comments, act upon advice and make corrections in purple pen. ('CAR' time).
- When words have been identified as misspelled, children are expected to find out the correct spellings themselves and write it down.
- Teachers are expected to check whether children are responding to written feedback, and to take action if children are forgetting.
- If children are asked to redo work there will be evidence that it has been redone.
- Teachers will respond positively when children have acted upon previous advice given.

Non-Negotiables

Each class will display Non-Negotiables for written work. These will set clear expectations for children's work to ensure that all children know what is required of them regardless of their class or year group.

Shirley Junior School Feedback Code

Symbol	What it means
Highlighter green 	Underline in green where the child has met the LO.
Highlighter pink 	Underline in pink something that needs to be improved using purple pen. It could be that the work doesn't make sense or you think it should be more exciting. The child then needs to go back and improve this.
Highlighter orange 	Underline SPAG errors in orange - this includes spelling, full stops and capital letters. Underline spellings, circle grammar/punctuation.
VF + comment	Verbal feedback given. The adult or child needs to briefly write what the feedback was about. E.g. VF- Time connectives.
CM	Class marked work .
PM	Peer marked work.
SM	Self-marked.
AS	Adult support was given for part or all of this work.
T	A target for the child to work on in the next pieces of work.

Rewards for work in lessons

Credits	Your teacher will give you one or two credits if they are impressed with your work and you have met the learning objective. They may write 'credit' or write a C in a circle.
Effort start	An effort star will be drawn in your book and a Jett will be written alongside it. This will be given if your teacher feels that you have made a lot of effort in your work. We expect you will get around 3 or 4 of these per week. You will stick the sticker that is the same colour as the Jett in your Effort Stars log. Every 10 effort starts get you a Head Teacher Award.

Sanctions for unacceptable work in lessons

Name moved down	If you are not making the correct choices of learning behaviour in lessons, your teacher may ask you to move your name down on your class Learning Ladder. After this we hope you will decide to make a better choice and complete your work.
Lost work tray	If you have not finished your work in the lesson and your teacher thinks you could have done more, your work will go into a Lost Work tray, to be caught up at lunchtime or taken home and completed at home.

Other related policies;-

- Assessment Policy
- Teaching and Learning policy