



Bearbrook Combined School and Pre-School

# Feedback Policy

2019

Reviewed & Approved

	Headteacher	Date:
	Chair of Governors	Date:
	Next Review	Date:

# Feedback Policy

## School Values & Mission Statement

At Bearbrook Combined, we believe in:

- Creating a vibrant, exciting school where children enjoy their education and make accelerated progress in a stimulating environment.
- Developing the whole child through their creativity and diversity.
- Supporting children to grow into confident, happy, independent life-long learners who can function as successful members of the community.
- High expectations of behaviour and attitudes to learning.

## Policy Statement

At Bearbrook Combined School we believe a successful feedback policy will contribute to all learners being active participants in their learning and to the raising of standards. It will also:

- Ensure continuity and consistency in our approach to the learner's work.
- Make expectations clear to learners, teachers and parents.
- Help in assessment, both formal and informal of pupil progress.
- Provide a model that learners can use themselves when assessing their own work.
- At Bearbrook, we have established a range of Growth Mindset and Effective Learner strategies that supports this philosophy of learning.

## Aims of the Policy

- To ensure staff are equipped to advance pupil progress and outcomes.
- To enable staff to develop effective adult-pupil relationships.
- To raise pupil's self-esteem.
- To ensure marking is meaningful, manageable and motivating.
- To enable our pupils to be in control of their own learning journey and communicate this to others.

## Key Principles

- The sole focus of feedback should be to further learning.
- Evidence of feedback is incidental to the process; we do not provide additional evidence for external verification.
- Feedback should empower learners to take responsibility for improving their own work. Adults should not take this responsibility away by doing the hard-thinking for the learner.
- Learners should receive feedback either within the lesson itself or in the next appropriate lesson. The 'next step' is usually the next lesson.
- Feedback is part of the school's wider assessment processes which aim to provide an appropriate level of challenge to learners in lessons, allowing them to make accelerated progress.

To provide effective feedback to learners that:

- Redirects or refocuses the teacher's or learner's actions to achieve a goal.
- Is specific, accurate and clear.
- Encourages, celebrates and supports further effort.

- Puts the onus on the learner to correct their own mistakes, rather than providing the correct answers for them.
- Alerts the teacher to misconceptions, so that the teacher can address these in the lesson or subsequent lessons.

### Providing Feedback to Learners

At Bearbrook Combined, we believe that pupils make the most gains in lessons when feedback is immediate and misconceptions are addressed at the point of learning. Therefore, we have adapted an 'in the moment feedback' approach. Misconceptions and next steps identified after the lesson, will be discussed during regular team meetings between teachers so that planning can be adapted for small groups/all members of the class.

Throughout independent learning stages of a lesson, the teacher and, in some cases, learning support assistants will use their time to support and guide individuals or groups of learners as errors occur or further challenge is required. This may lead to fluidity in groupings within lessons so that the needs of all learners are met.

Rapid and responsive interventions may also be used and could be delivered by the SLT (Senior Leadership Team), ELT (Extended Leadership Team), teachers or learning support assistants. These may take the form of a pre-teach, in-lesson intervention, targeted teaching/group work and/or post-lesson intervention.

Marking is a small part of feedback and should be **meaningful, manageable and motivating**.

Marking may take place at this time too - showing the learners the successes they have achieved and giving extra direction to support or extend learners.

### Feedback Strategies

Teachers use a range of assessment for learning strategies within their class e.g. Talk Partners, no hands up, lollipop sticks, diagnostic questioning, etc. to ensure that all pupils are involved in the feedback process.

Where *relevant* teachers will use pre-learning tasks at the beginning of a unit of work to help assess prior knowledge and attainment. This will hook children into their learning and helps to inform our planning. At the end of a unit of work, success criteria will be used as part of a final task. This helps learners to apply what they have learnt over the unit into their final showcase piece.

At Bearbrook we make sure that our pupils' excellent work and effort is acknowledged, valued, appreciated and recognised. In order to make the most of this it is vital that there will be a number of means within Bearbrook Combined School of rewarding and celebrating achievement and excellent effort:

<b>Rewards:</b>	<b>Foundation &amp; Key Stage 1:</b>	<b>Key Stage 2:</b>
<b>Verbal Recognition:</b>	Verbal praise/positive encouragement using age appropriate language and placing their name on the board under a 'Happy Face'.	
<b>Record of Achievement:</b> Individual work that deserves particular recognition or outstanding application to learning will be recognised through the code 'ROA' followed by presentation of a sticker/stamp for their	All pupils have a Record of Achievement folder (Blue) in which they collect stickers and stamps from class teachers.  When a Record of Achievement is given this will be recorded in the Feedback Log and their work will be shared with the class.	

record of achievement.	
<b>Record of Golden Behaviour:</b> Individual work that deserves particular recognition for their excellent work ethos will be marked with the code 'RGB'.	All pupils have a Record of Golden Behaviour folder (Green) in which they collect stickers and stamps from class teachers.
<b>Wow Cards:</b> Individual work that deserves particular recognition related to their outstanding work or application.	Wow card presented to the child and sent home along with a text message to praise the children outstanding work or application.
<b>The Class Reward System:</b>	Each class may develop its own class reward system for excellent work or application.

## Marking

The sole focus of feedback and marking should be to further children's learning. At Bearbrook Combined School **EVERY** piece of work will be read and acknowledged, for Maths and English this is on a daily basis, and for topic, marking should be ready for the next lesson. However, due to 'in the moment feedback' that has been given, there is no expectation for written feedback in books. Teachers will place one green tick at the end of the pupils' work to acknowledge that the work has been read.

Basic skills must be marked and children should be given time to polish their work using a purple polishing pen. The teacher will be responsible in ensuring that the children's purple polishing pens are correct and feed this back to the child in addition, regular praise will be given in subsequent lessons – this will also be documented through the teacher's whole class feedback booklets.

## What does this look like?

- Adults mark in green pen.
- All marking is to be completed in clear legible handwriting, in accordance with the handwriting and presentation policy.
- In maths, all correct work will be marked with a green tick, incorrect work will be marked with a dot. Children will be given opportunities to go back and address up to three of their errors.
- The adult marking the work writes their initial next to the LO unless they are the usual class teacher.
- For writing tasks, pupils will complete no more than 3 spelling errors (SP), 3 punctuation errors (P) and 3 grammatical errors (G). These will be underlined in green pen.
- Spelling corrections will be written underneath the pupil's work for the children to practise 3 times.
- Learners' corrections/reflections are written in purple polishing pen.
- Individual work that deserves particular recognition for their excellent work ethos will be marked with the code 'RGB' or a stamp/sticker. A 'Wow' card can also be sent home along with a text message home.
- Individual work that deserves particular recognition for their outstanding work will be marked with the code 'ROA' or a stamp/sticker. A 'Wow' card can also be sent home along with a text message home.

- Visual marking will be used by Foundation Stage and Year 1 to identify grammar corrections using CL – Capital Letter, a triangle with a full stop to indicate a full stop and a pointing finger to show finger spaces.
- Until a child has passed Phase 5 Phonics phonetically plausible spelling will be accepted.
- Children in Early Years and Year 1 will have (SP) in the margin for incorrect spelling of tricky words. The expectation is these will be underlined for the children to practise 3 times. Also these words will be picked up in the teaching of phonics.
- In order to effectively moderate outcomes in Early Years and in Year 1 every piece work will be marked with the following: FS (meaning full support), PT (meaning partial support) or I (meaning independent).

### **Whole Class Feedback**

Teachers should use a range of AFL strategies as and when appropriate. This could include coloured trays and feedback 5 to inform next steps in learning, however, there is no expectation for this to be recorded in books.

Teachers will evaluate books at the end of a lesson by making notes on the Whole Class Feedback proforma (one for Maths and one for English). This will be completed daily for Maths and English and will inform the next lesson. Regular team meetings will provide a further opportunity to discuss common misconceptions and plan for re-modelling techniques. Modelling may occur at any stage of the lesson to address deep rooted misconceptions, clear up confusion or provide further scaffolding.

Cover supervisors/agency staff will be responsible for marking the work in line with this policy and completing the Whole Class Feedback proforma. They will not be expected to plan the follow up lesson and intervention. Class teachers will be expected to read this feedback prior to them teaching the next lesson and adapt it where necessary.

### **Drafting, Editing and Re-drafting**

At Bearbrook Combined School, we have high expectations for the learners' work, and part of this process includes drafting, editing and re-drafting work so that learners produce their very best whilst having ownership. We have developed a curriculum that gives pupils time and the opportunity to improve their work. This takes the form of drafting, receiving feedback, editing and re-drafting work with an authentic outcome and genuine audience. For effective self-review to take place, they should review their work against set success criteria. This also gives an opportunity for the learners to reflect on their learning, thinking through the learning traits that were necessary and consider how effectively they were used. More importantly, it is how they then use this information to improve their learning. At Bearbrook, we have established a range of Effective Learner strategies that support this philosophy of learning in line with Growth Mindset and these are becoming more embedded throughout teaching and learning.

### **Peer Feedback**

At Bearbrook Combined School we understand the importance of peer feedback. Children are encouraged to work together regularly to reflect upon each other's work, engaging in a constructive dialogue.

The following stock phrases may be used to model what we want the learners to replicate:

- I really like the way...
- What jumped out was...
- My favourite part is...
- My eye was drawn to...

Improvements can be suggested using:

- Could you...?
- Why don't you try...?
- A good idea would be...?

The learner is in charge of their own work and can accept and make changes to their work, or reject politely the suggestions made by their partner.

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