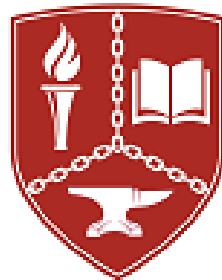


Colley Lane Primary Academy

"Never settle for less than your best"



Subject: Feedback Policy

Issue Date: November 2022

Safeguarding Statement

At Colley Lane Primary Academy, we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Colley Lane Primary Academy. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying.

CLPA Feedback Policy

Summary

A review was carried out of the existing CLPA feedback policy by SLT and MLT in summer 2022. As part of this process, considerable research was completed on the purpose and types of effective feedback. As a school, we trialled a different approach to feedback in Summer 2 in order to enhance the effectiveness of feedback provided across the school. The different approach enabled us to maximise children's learning, while reducing teacher work-load. In this way, we made the decision to move away from mouldy marking and other tick based marking approaches, to a more analytical and reflective approach where teachers are empowered to select the method of feedback they feel will benefit children's learning best at that time.

Why do we give feedback?

"Feedback should **cause thinking**. It should be **focused**; it should **relate to the learning goals** that have been shared with the students; and it should be **more work for the recipient** than the donor. Indeed, the whole purpose of feedback should be to increase the extent to which students are owners of their own learning." Dylan William

To progress children's individual and collective learning in a purposeful, sequential, and timely manner. Over time, effective feedback regularly and consistently given, should allow for children to become more independent learners, particularly when self assessing and evaluating their own and others' work with children doing more work in responding to feedback than the teacher does in providing it.

Features of effective feedback

- Clear and specific: feedback, particularly in English, should be very clear and centre on assessing against the WALT set (or in The Write Stuff Sentence Stacking lessons, against the sentence/grammar focus)
- Purposeful: based on teacher analysis of what is required to progress children's understanding across the National Curriculum
- Sequential: incremental, next-step learning focusing on a single, high-leverage learning point
- Targeted: all children need monitoring, but not necessarily all children need feedback; effective teacher feedback considers need and provides the right type of feedback for specific needs (e.g. PKS or GDS)
- Timely: delivered at a time and in a method that maximises the opportunity for children to develop their understanding
- Time-bound: most feedback should happen live in the lesson being taught.

MATHS

Pupils should receive feedback live in the lesson. Teachers should mark children's work with them using the visualiser to model. In response, pupils will tick mark, in purple pen, their answers. They should also be encouraged to edit their working out, as well as given time to

complete a self or peer assessment in some lessons. The visualiser is key for live feedback in Maths; the most effective practice for the Review phase of the T&L cycle is where children are offered the opportunity to reflect and think again based on a model. After/during the lesson, teachers will identify pupils who may need extra support in the following lesson or who may need to return to their work, with support, in order to address misconceptions or repeat errors.

ENGLISH

THE WRITE STUFF: SENTENCE STACKING LESSONS

In-lesson feedback/live marking

Verbal: In-the-moment, live, verbal feedback is extremely important and impactful, particularly when children have just learned a new skill. It is critical that the visualiser or other tools such as MarkUp on iPads are used in order for children to observe the feedback in action. Teachers working with HLTAs/TAs should ensure that they are working as a team to provide this for children who require input to support their learning. The majority of feedback should be verbal in nature (supported by the observed model through the visualiser) - there is no need to write verbal feedback on children's work. Live marking is a compulsory part of each Sentence Stacking lesson and should be included in the Review section of the Teaching & Learning Cycle and/or in mini plenaries at key reflection points throughout the lesson. It is essential that each pupil receives whole class verbal feedback and indicates that they have reflected upon their work based on this live feedback/marking. However, it should be noted that this does not mean that every child receives individual feedback. Based on The Write Stuff model, this feedback can either:

- a) be based on feedback from 121 or small group work, thus allowing the teacher to give live/whole class feedback.
- b) be inspired by whole class reflection time on a pupil's work, using the visualiser.

Example script:

In our Review phase today, we are going to look at Ellie's sentences from today's lesson. I admire lots of choices she has made as an author. Let's read her work together and see if you can identify what we might appreciate as a reader and why.

Think, pair, share.

Now, I have noticed that Ellie has forgotten her comma between her subordinate clause and main clause, so with her purple editing pen, she may wish to look at her sentence again.

Remind me, why is this important again? I also noticed that she keeps on missing her apostrophe when she describes our main character's belongings. So she will want to look at that with her editing eye.

Now, remember, we have each stopped, shared and reflected upon this feedback, so every member of this class should draw a thought cloud in their margin to show they have shared in whole class feedback. If you change or edit anything about your work, based on my feedback, tick that bubble please. This will show me that you have received that expert feedback and acted upon it.

Either of these approaches will enable you to give feedback to children about a misconception, gap or area for improvement that you would like for them to check in their own work. Upon hearing this live feedback, all pupils must draw a speech bubble in their margin in order to indicate that they received feedback. If they choose to act upon this feedback and they edit an aspect of their writing, they must draw a tick through their speech bubble to indicate that they have acted upon their teacher feedback. All of this must be completed in a purple pen. In EYFS and year 1, pupils will follow this process by the summer term of year 1. Teachers will use their discretion to decide on the most impactful method of feedback for this age group.

Live: Another form of in-lesson feedback is where teachers use green-pen to identify mistakes or double tick good work / thinking. Green highlighter may also be used to highlight great work, the quality of which you wish to see replicated. Stickers and stamps can also be used.

Self and peer assessment: Children are given the (at least once weekly) opportunity to reflect on their own and others' work. This can be done verbally or in written form using purple pens. This can be whole class, small group or partners.

Post-lesson feedback

Teachers will analyse each child's learning that day - this does not need to be marking based as previously. Post-lesson feedback can be whole class or individual in nature depending on the learning misconceptions identified. There is no expectation that teachers will mark or provide written feedback, although they can if it will support the child's progress. Think carefully about the highest leverage feedback focus that will progress children's learning and the most effective means to deliver it. For example, this may involve looking at children's work for that lesson and identifying any pupils who need to return to that work because you have identified a misconception or because they need more support. This could then be addressed during the Connect and Engage phase of the following lesson. Likewise, it might also involve selecting some work from a pupil's book that you wish to share the following lesson as a WAGOLL. Alternatively, Green for Great may be used: Teachers can highlight elements that they think illustrate particularly strong understanding or high quality work

THE WRITE STUFF: INDEPENDENT WRITING LESSONS:

Whole class feedback: Using the CLPA 'Whole Class Feedback' template, analyse children's work identifying and recording: common misconceptions, common / specific SPaG errors, areas children have done well in and deserve praise, DIRT questions, etc. Use this information to provide whole class feedback as part of the Connect & Engage phase if necessary, or to re-teach areas as a whole class, or adapt your planning. These can be kept as a record. The Whole Class Feedback template should be used in order to keep notes of formative assessments and so that misconceptions and misunderstandings/common specific SPAG areas can be reviewed as a class in the editing lessons.

Yellow box: Highlight an area of writing you wish children to correct, edit and improve independently by drawing a yellow highlighter pen box around it that they need to edit/improve/correct using their purple pens. This should only be used in years 1, 3, 4 and 5 after February half term as we must ensure that children in national assessment year groups do not receive too much direction with their editing.

At the bottom of children's independent writing, teachers should use Jane Considine's '3 E's of editing' in order to provide children with feedback in preparation for editing. This feedback must be written in green pen.

E1: GPS. Teacher identifies spelling, grammatical and punctuation errors in the child's writing and totals these up and writes this at the end of their work eg E1 7 (amount of errors). Children then look for the errors in their writing and fix them.

E2: Redraft. Teacher identifies sections of the independent write which need rewriting. A letter is placed in the margin and children are expected to rewrite this section again under their work e.g. E2 A. Children then write the letter in the margin and rewrite the required section.

E3: Reimagine. Teacher identifies sections of the independent write which needs further detail. This is indicated to the child with a → after the sentence asking the child to, 'tell me more'. Children take a strip of paper to add further detail and glue this onto their work as a flap. Teachers indicate this by writing E3 → 2 (amount of reimagine sections) under the independent write.

As part of the Explain and Model phase of editing lessons, the above process must be live modelled on the flipchart, using the visualiser or tools like MarkUp on the iPads.

Finally, it is important that with each Independent Write, that teachers update their assessment records using the WAT TAF ladders. It is important that this is completed at the end of each unit as the relevant TAF statements will be easier to reflect upon and review, while the learning journey is still fresh in the teacher's mind. It will also enable gaps to be tracked and thus can be used as a formative assessment tool (similar to the Whole Class Feedback template) in order to inform future planning and plan interventions.

FEEDBACK FOR OTHER AREAS OF THE CURRICULUM:

- Whole class/live feedback and marking (e.g. ticking, editing, correcting in purple pen). This should always be used in Reading Comprehension lessons and Maths but will also be useful across the wider curriculum. Please note that it is critical that the visualiser is used to provide live feedback.
- Extend/challenge questions used in Science or Theme (where appropriate) in order to offer an additional challenge.

Marking Codes

We have made the decision to move away from marking codes. Where an adult has intervened or supported the child with their learning, a tick and initials will be suffice.

Next steps

The aim is for our Feedback Policy to be used easily and consistently across the curriculum and that pupils will, once the language is embedded, always be able to take ownership of their work, be tasked with reflecting upon and improving the standard of their work and to become independent learners who understand how to unlock their academic potential.

Appendix 1



Whole Class Feedback

Objective: _____

Date: _____

Class: _____

Praise:	Misconceptions:	SPaG Errors:
Cause for concern:		
D.I.R.T Questions:	Actions:	Presentation:
Shining Brightly Moments:		

