



## **Longacre School Feedback Policy**

**This policy includes the Early Years Foundation Stage**

***Policy Written: September 2019***

***Policy Review: September 2021***

*This policy is published on the website and is available in the School Office. It is available to staff in the New Staff Induction Handbook, and is made available to staff via the network.*

### **Introduction:**

“The most powerful single modification that enhances achievement is feedback. The simplest prescription for improving education must be dollops of feedback.” *Professor John Hattie (Influences on Student Learning)*

At Longacre, we recognise the importance of feedback as part of the teaching and learning cycle, and aim to maximise the effectiveness of its use in practice. The most valuable feedback from teachers focuses on helping pupils to improve. Educational research provides conclusive evidence that the quality of feedback in learning plays a pivotal role in ensuring pupils make good progress and this underpins our policy. Research shows that effective feedback from teachers to learners and vice versa should:

- Redirect or refocus either the teacher’s or the learner’s actions to maximise progress
- Be positive and constructive to support further effort
- Provide specific guidance relating to the learning objective and success criteria
- Be given sparingly so that it is meaningful

Feedback can take different forms including: written, verbal, digital, peer, self and group and it is vital that teachers evaluate this to inform and adjust their teaching. Best practice is to use a combination of these, choosing the best form as appropriate to the learning. Crucially, all forms of feedback should give pupils a clear sense of how they can improve and provide opportunities for responding and making progress as a result. It should also be manageable for staff. There is no ‘one size fits all’ way to give feedback and teachers should use professional judgement within their department.

### **Key Principles:**

Longacre’s feedback policy has at its core a number of principles to ensure that it is meaningful, manageable and motivating:

- The sole focus of feedback should be to positively affect the pupil’s progress
- Provide clear feedback to pupils about the strengths of their work against the Learning Objective and/or Success Criteria

- Be positive and constructive allowing pupils to have the confidence to take the next steps to improve their work, self-esteem is a significant factor in being a successful learner
- Pupils are active participants in their learning with a growth mind-set (Longacre 7Cs) being promoted to reflect on their own personal learning needs
- Pupil efforts should be recognised, encouraged and rewarded– e.g. stamps, stickers, house points, Blue Cards, reading out aloud and displaying work
- Feedback delivered closest to the point of delivery is most likely to be effective, whenever possible feedback and marking takes place with the learner, in the lesson and as immediately as possible. When work is reviewed, it should be acknowledged in accordance with this policy in books or via Showbie.
- Comments should be appropriate to the age and ability of the pupil and they should be able to read and/or respond to the comments made
- Provide ‘Critiquing Time’ in lessons for pupils to read, reflect and respond to the teacher’s written feedback
- Feedback in all forms should inform teachers future planning and target setting as well as being used to adapt lessons quickly for a whole class or individuals
- Feedback should be timely and manageable for all staff
- All pupils will have access to a digital learning journal in the Prep School via Showbie and in the Pre-Prep teachers will access Tapestry
- Stationery needed to support the feedback policy will be provided by the school/form part of the ‘Kit List’
- Pupils are encouraged to aspire towards a visually attractive way of working, nurtured by the encouragement and guidance of their teachers
- Major punctuation and grammar errors should be corrected
- Teachers and other staff have a consistent model to follow that is a standard for the school
- All pupils should be encouraged to assess their own and peers work against collaboratively created or shared success criteria
- To evidence and maximise pupil progress all pupils will receive at least one piece of written or digital feedback per week in Maths, English and Science, in other subjects this will be at least once per half term
- This policy should be read and implemented alongside other Longacre policies

### **Stages of Feedback:**

Feedback occurs at one of three common stages and is numbered in order of priority, with feedback closest to the point of delivery, likely to be the most effective in supporting further improvement and learning (see Appendix II). These are as follows:

1. Immediate feedback – at the point of teaching
2. Summary feedback – at the end of a lesson/task
3. Review feedback – away from the point of teaching (including written comments)

**Feedback in Practice:**

<b>Type</b>	<b>What it looks like</b>
<b>Written</b>	<ul style="list-style-type: none"> <li>• Marking is written in green ink</li> <li>• All work is marked to the Learning Objective/Success Criteria</li> <li>• Comments should include positive aspects of the work and next steps to move learning forward</li> <li>• When the pupil has improved the work the teacher then makes an acknowledgment e.g. tick or stamp</li> <li>• Stamps (e.g. Next Steps and 7Cs) can be used in addition to comments</li> <li>• The Longacre Marking Symbols and Guidelines for Corrections (Appendix I) should be used when giving written feedback</li> <li>• Written feedback should be given in a timely manner to allow discussion of the work, where possible work is marked with the pupil allowing immediate feedback ('Live Marking')</li> <li>• Teachers should encourage tidy presentation of work (see Longacre Presentation of Work Policy)</li> <li>• Teachers are to model legible and neat handwriting in their written feedback which should be clear in meaning</li> </ul>
<b>Verbal</b>	<ul style="list-style-type: none"> <li>• Ongoing throughout the lesson for immediate action to deepen learning and address misconceptions</li> <li>• Can be either individually, in groups or the whole class and should be delivered in a positive manner</li> <li>• Verbal feedback may be spontaneous or planned for and may mean that the teacher can adapt the lesson immediately for individuals or the whole class</li> <li>• TA's can be used in to target or give further support</li> <li>• It is particularly useful for younger, less able or less confident children</li> </ul>
<b>Digital</b>	<ul style="list-style-type: none"> <li>• Digital feedback can be given via Showbie (Prep School) and Tapestry (Pre-Prep)</li> <li>• Teachers will clearly state how the child has performed in relation to the Learning Objective/ Success Criteria and the next steps when giving recorded verbal, written or video feedback</li> </ul>
<b>Response (peer, self and group)</b>	<p>At Longacre we expect pupils to be fully involved in moving their own learning forward and when evaluating their successes as well as identifying areas for improvement. A number of strategies can be used in the Prep School:</p> <ul style="list-style-type: none"> <li>• Pupils will use a Traffic light system by putting a red/amber/green next to the Learning Objective/Success Criteria</li> <li>• Pupils will respond to written comments with a purple pen and will also peer and self-assess in purple pen</li> <li>• 'Critiquing Time' should be provided in lessons for pupils to read and reflect on the teacher's written feedback and comments and respond to them</li> <li>• Pupils can upload or take a picture of their work via Showbie and self or peer assess in relation to the Lesson Objective/Success Criteria. They will respond to teacher comments either verbally or in writing via Showbie, pupils can think and reflect on these comments and make their own corrections or improvements</li> </ul>

	<ul style="list-style-type: none"><li>• Peer feedback where pupils may mark work and give comments (verbal or written) to each other against a set of agreed criteria</li></ul> <p>In Pre-Prep:</p> <ul style="list-style-type: none"><li>• Pupils could be encouraged to identify the best elements of their work and share this with a learning partner/small group/ class</li><li>• Begin to use a traffic light system to assess their work</li><li>• Children should be encouraged to make their own contributions to Tapestry</li><li>• Peer to Peer feedback eg 'two stars and a wish'</li></ul>
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### **Monitoring**

Feedback and evidence of progress will be closely monitored by HODs, SLT and Governors through:

- Lesson observation
- Learning walks
- Book scrutiny
- Pupil discussion
- Moderation

## Appendix I- Longacre Marking Symbols and Guidelines for Corrections

### Marking Codes

In the Pre-Prep, review marking will only lead to written comments for those pupils who are able to read and respond independently. In some cases, the marking code may be used where this is understood by pupils. Where pupils are unable to read or understand comments, these are shared verbally with them at the next appropriate opportunity.

In the Prep School, written marking and comments should be used when meaningful guidance can be offered and it had been possible to provide this during the lesson. In most cases, written comments will be focused on extended pieces of written work or extension tasks.

Symbol	Meaning and Action
<b><u>Word underlined or circled</u></b>	<b>Spelling error</b> – child is to use a dictionary to replace the error with the correct spelling, which should be written above the error in purple to show progress.
<b>Sp x 3</b>	<b>Spelling practice</b> – child is given the opportunity to practise the correct spelling
<b>Yellow Highlighter</b>	<b>Excellent Work-</b> A staff member highlights in yellow something good about the work
●	<b>Mistake/misconception in maths or other subjects (not English)</b> Child is to identify the error made and why it is incorrect, independently or with staff support. Corrections are made using the purple pen of progress.
<b>Next Step</b>	<b>Extension task</b> – A staff member indicates a task designed to challenge and further learning.
//	New paragraph needed here
Λ	Missing word
C	Incorrect/omitted Capital letter within writing, with the example underlined or circled
P	Incorrect/omitted punctuation within writing, with the example underlined or circled
VF	Verbal feedback given during the lesson
TS	Teacher support given during the lesson
SM	Self-Marked
PM	Peer Marked
<b>Working Towards</b>	Stamp against LO if not achieved
<b>Learning Objective Achieved</b>	Stamp against LO if achieved

### Guidelines for Corrections

- Teachers need to use discretion when correcting mistakes ( maximum of 3 spelling mistakes)

## Appendix II- Stages of Feedback

Type of feedback	What it might look like in the classroom
Immediate	<ul style="list-style-type: none"> <li>• Takes place in lessons with individuals or small groups</li> <li>• Often given verbally for immediate action</li> <li>• May involve use of a teaching assistant to provide support or further challenge</li> <li>• May shift the focus of teaching or the task</li> <li>• May include immediate acknowledgement through the marking code</li> </ul>
Summary	<ul style="list-style-type: none"> <li>• Takes place at the end of a lesson or activity</li> <li>• Often involves whole groups or classes</li> <li>• Provides an opportunity for the teacher to evaluate learning in the lesson</li> <li>• May involve the use of self or peer assessment against an agreed success criteria</li> </ul>
Review	<ul style="list-style-type: none"> <li>• Takes place away from the point of teaching</li> <li>• May involve written comments or annotations for pupils to read and or respond to</li> <li>• May lead to targets for future or immediate action</li> <li>• Provides teachers with opportunities for assessment of understanding</li> <li>• Will inform future planning, grouping and adaptation of tasks</li> </ul>