Benhurst Primary School
Policy Statement

'Only my best is good enough for me'

Policy	Feedback
Implementation Date	**September 2016**
Review Date	**September 2019**

In order that all pupils at Benhurst Primary School are taught to value and respond positively to the feedback of their work, consistent approaches to marking must be maintained by all teaching and support staff.

Feedback should:
- Ensure consistent feedback to pupils.
- Give children opportunities to become aware of and reflect on their learning needs.
- Use feedback to assist teachers in assessment and planning of pupils' work.
- Be constructive rather than destructive.
- Use feedback to actively involve pupils in evaluation of their own work.
- Allow children to know the next step in their own learning and motivate them.

Feedback strategies
- Peer and self-assessment
- Comments as targets
- Judge against criteria/age related expectations
- Scaffold feedback using the IPad as a visualiser

Feedback
Feedback should focus on the learning intention of the task. The emphasis in feedback should be on both success against the learning intention and the improvement needed. However, presentation should be referred to where appropriate and targets provided e.g. for spelling, and letter formation. Focused comment must help the child in 'closing the gap' between what they have achieved and what they could have achieved.

Useful 'closing the gap' comments are:
- **A reminder prompt** e.g. 'What else could you say here?'
- **A scaffold prompt** e.g. 'What was the dogs tail doing?' 'Describe the expression on the dogs face'
- **An example prompt** e.g. Choose one of these or your own 'He ran round in circles looking for the rabbit/The dog couldn't believe his eyes'

Children will be provided with the opportunity every day to address their targets e.g. at the start of every lesson and as part of Early Morning Work. Examples of improvement prompts can be found in Appendix 1.

As a staff we have agreed that <u>all</u> feedback must be given according to the following guidelines:

- All feedback is given in green pen (to be provided by the school).
- All work should be annotated with ticks next to the L.O to show teachers' assessment of children learning.
- Regular Literacy and Maths targets must be provided in KS1 and KS2 to support the children with a misconception or extend them further. As far as possible this should occur for EYFS and Y1, although this may be done verbally.
- All feedback must be legible and meaningful to pupils.
- Opportunities must be provided for children to respond to teachers' feedback via their own written comments <u>at the start of every lesson</u>. With younger children (EYFS, Y1) this may be more appropriate to do verbally. Please include a very brief note of the feedback e.g. (punctuation), (finger spacing).
- The symbols contained on the following page should be shared with the pupils and their parents. The feedback code will be displayed in each classroom.
- Rewards are regularly awarded for good work e.g. stickers.

As a staff we have agreed:

- Children always use a sharp pencil.
- Pen licences will be awarded when children's handwriting is consistently joined and regular in size, with all ascenders and descenders formed correctly. Pen licences will be awarded regardless of age. Once awarded, children should use a black school handwriting pen in every lesson except Numeracy. No other pen/biro are permitted. Speak with the Deputy Head Teacher to discuss any children who may have specific writing needs.
- Pupils will follow the presentation policy for recording the date and LO (Learning Objective).
- Children will write one digit per square in maths books.
- The question number should be distinguished by the use of a bracket e.g. 1)
- Children will have the LO at the top of their work, which must be underlined with a ruler.
- Children will use a traffic light system to indicate the extent to which the LO has been met. The children will indicate with a red/yellow/green circle at the end of <u>every piece of work</u>.
- Early Morning Work time as well as the start of lessons are allocated to give children the opportunity to record a written response to written targets.

Appendix 1

Examples of improvements prompts and challenges for children. These are set for pupils in the R or T (green cloud) format. (This list is by no means exhaustive and will be added to regularly by teachers)

General
Further examples of questions and challenges

Now you know X from today's lesson, how would you explain Y? (e.g. real life example)

Why is X considered such an important discovery/event in history etc?

Would you like to live during X era? Why/why not?

Do you like X from this period (e.g. clothes)? Why/why not?

What else would you like to learn? Plan the next lesson!

Summarise X in 3 key words.

Write a short summary sentence of this topic using the words X, Y and Z.

How would you feel if…?

If you could change one thing about your work to make it even better, what would it be?

What was the most interesting thing you learnt today? Why?

General thought-provoking questions may also be relevant, e.g. why does religion sometimes cause conflict? Should bullies be punished or helped?

Would you like to live in country X? Why?/Why not?

How would you explain today's lesson to a new child?

Write a definition for ………….

Write a sentence that includes………….

How do you know?

Can you explain the mistake you made in question ….?

Which mistake helped you learn today and why?

Rewrite the underlined sentence with finger spaces.

What would you feel/taste/hear/smell/see?

How would you describe …………'s personality?

Which other words can you use to represent +?

If the answer is 'x', what could the question be?

Science
What do you mean by the terms _____ and _____ Explain.

How would you change this investigation if you were to do it again? Explain.

What does prediction mean? Explain.

What scientific vocabulary could you use to describe _____?

What could you replace _____ with in the investigation. Explain.

What is the one thing you could change? What effect could this have?

What do you think will be the result of this investigation? Explain.

How were the items you investigated able to produce sound?

How can you make this a fair test?

What do you predict will happen if………….? Why?

How could you change the outcome to this experiment?

Can you write a sentence to describe _____?

What happens when _____occurs?

What happens to _____when_____?

You used the word _____. What does this mean?

Literacy

How will you keep the reader's attention throughout the rest of your description/story?

Explain what _____ means.

What was it like to write in the role of _____? Explain

Which was the hardest sense to explain? Why?

Now you need to develop your use of sentences starters. Try one below using a _____ sentence.

How have you improved your writing today? Explain.

Choose 3 words to up level. Explain below how they are more effective vocabulary choices.

You need to include a _____ sentence to describe _____. Write one below. (Include an example where/if necessary)

Which part of the story will you enjoy writing the most? Explain.

What could you do to improve your final question/sentence/paragraph/step? Explain.

What will your character need to think about when they begin to explore the_____? Explain.

What _____ sentence could you include? Write one below.

(Set a target) What will you need to do in order to meet this target?

If you could change one thing about this piece of writing, what would it be? Explain.

Write 3 similes/metaphors/adjectives to describe _____

Have a look at your previous targets, how could this piece of work be improved?

What might this character do next?

Look again at highlighted sentence/paragraph and improve by adding in X that we learnt today (e.g. adverbial phrase, adjective etc.)

Why did you choose this word/phrase? What impact did you intend to have on your reader?

You have confused "your" and "you're": write 2 sentences using each correctly to show you know which is which.

List three prepositions you have included in this writing.

Could you use a different word for the highlighted/underlined word?

Can you create a super sentence type linked to this genre?

Rewrite the highlighted/underlined sentence with different punctuation choices.

What other words could you have used for …………? (Especially effective with adjectives)

Can you improve this sentence to a ……………… sentence?

Find a better word for ……………… Use a thesaurus to help.

Which other sentence starters could you use?

Which feature of _____do you think is the most important? Why?

You have not included an AA sentence. Write one here to create a mind movie.

You used _____ as an adjective. Think of 2 different words for _____.

Think of an adjective to describe _____

Letter formation responses (As required)

Spelling of HFW responses (As required)

Maths

What do you need to think about when _____?

What success criteria would you expect for this method?

What steps did you take to solve this problem? Explain.

How do you identify an irregular shape? Explain.

Circle the part of the calculation where you have gone wrong. How can you correct this? Explain.

Which specific vocabulary did you use to describe _____?

How could you use this skill in everyday life? Explain.

What is the importance of estimating when calculating? Explain.

Which step of the success criteria have you missed out?

Can you correct this question to include this step?

Is there another way you could work this calculation out?

Can you write a word problem for this calculation?

What's wrong with this calculation/answer? How do you know?

How would you use what you've learnt today to tackle this problem/harder question/puzzle?

Why is this calculation incorrect?

You identified the shape as a _____. How do you know it is a _____?

Add the missing numbers to this calculation _____.

Shape circling activities

Number formation responses (As required)

Presenting work correctly responses (As required)

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Feedback Codes

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✓ ✓ ✓	The child has met the LO (To be marked next to the LO)
✓ ✓	The child has partially met the LO (To be marked next to the LO)
✓	The child has not met the LO (To be marked next to the LO)
[pink highlight]	Teacher highlights where the LO has been met
[yellow highlight]	Child highlights where they think they have met the LO
Children writing in purple pen	Children annotate and improve their work using purple pen (Purple Pen of Progress)
✓	Correct
●	Incorrect
Sp _____	Incorrect spelling
? _____	This does not make sense
∧	Something missing
Ⓥ	Verbal
Ⓡ	Response
Ⓢ	Support
[cloud shape]	Target
//	Paragraph
Not achieved ● (Red) Part achieved ● (Yellow) Achieved ● (Green)	To be used by the children at the end of every piece of work (Using coloured pencil)