

Calder Primary School

Calder Learning Trust

Feedback Policy

September 2021

Last reviewed on:	September 2021
Next review due by:	September 2023

Setting the scene

Feedback is a central part of a teacher's role and can be integral to pupil progress and attainment. Research suggests that providing feedback is one of the most effective ways of improving pupils' learning. The studies of feedback reviewed by the EEF, found the provision of high-quality feedback leads to significant progress over the course of a year.

Feedback can take many different forms. The best feedback, whether it is written or verbal, will give pupils a clear understanding of how they can improve, with pupils responding and making progress as a result. Our feedback policy aims to promote consistent practice at a high standard across the school in line with the DfE Teachers' Standards.

Our principles

- Feedback has the key purpose of actively promoting learning and progress in all subject areas
- All pupils have the right to receive regular and timely feedback in all subject areas
- All feedback should be personalised to the individual needs of the pupil
- Feedback will promote motivation, resilience and metacognition, encouraging pupils to be strong independent learners and to take ownership of improvements to their work

The following points are considered as indicators of effective marking and feedback:

- Pupils understand that the purpose of the marking or feedback is for them, to help them improve, make good progress and produce higher standards of work
- Teachers mark pupils' work regularly and there is sufficient work in the books to allow for impact
- Teachers' handwriting is easy to read and models correct formation, pre-cursive and cursive styles (as appropriate to the class stage) and models correct use of spelling, grammar and punctuation.
- Marking recognises successes against the learning objective and helps pupils understand what they have done well
- Teachers provide constructive feedback to pupils so that they can identify and understand how they can improve
- Action points for improvement are given that specifically relate to instances in the marked work and give opportunities for pupils to close the gap to desired outcomes
- Teachers use their marking and feedback to deepen pupils' knowledge and understanding and to help them make progress in the subject
- Pupils have support to conduct peer assessment and self-assessment, where appropriate through the use of clear success criteria
- Teachers use assessment to check on how well their teaching is achieving the learning objectives and adjust their teaching accordingly

Type and Frequency of feedback

Verbal feedback:

This is the most frequent form of feedback. It has immediacy and relevance as it leads to direct pupil action. Verbal feedback may well be directed to both individual pupils and groups of pupils; these may or may not be formally planned. It is an integral part of all good lessons and can be evidenced on a daily basis across the curriculum. It is used to gauge levels of knowledge recall and understanding and as a tool for the potential reshaping of lessons to address gaps and misconceptions both of individuals and the class as a whole. Verbal feedback is also used to support and refine written tasks while in progress, to scaffold or extend thinking, to provide additional challenge and to encourage independent learning skills.

Peer to peer feedback:

This is shown by research to be one of the most effective forms of feedback. Pupils will need to be guided in their peer feedback work, for example by using the visualiser to model and by sharing clear success criteria

Self-reflection:

Akin to peer feedback, pupils need an explicit and clear structure to identify their learning needs. Teachers should share success and/or assessment criteria where appropriate.

Written feedback:

Shorter pieces of written work will be given verbal feedback or may be marked with self or peer assessment or a short acknowledgement.

Longer pieces of writing and maths will be marked as outline below. In addition each half term 1 piece will be deep marked using Calderdale Writing Assessment Framework. Deep marking involves detailed personalised feedback. It will clearly identify both strengths and strategies for improvement that a pupil will then have the opportunity to act upon.

Pupils use **purple 'polishing pens'** to develop their work, act upon feedback and next steps and make corrections.

The key expectation is that all forms of feedback are frequent enough to impact positively on pupil progress and that it is timely in relation to the work pupils have been completing. Consideration also needs to be given to teacher workload, and Curriculum Leaders/Directors of Learning should set expectations which are reasonable for teachers and that do not have a negative impact on other aspects of their role or personal well-being.

Marking in English

Work will be marked against the Learning Objective. Children will also be given a next step in their learning.

Pink highlights successes

Yellow highlights areas for improvement or correction, such as a vocabulary choice which could be improved, sentence structure errors or a section which could be further developed.

Blue highlights a spelling error which children will need to correct, using resources such as word banks or dictionaries as appropriate. This is scaffolded in KS1 and lower KS2 and pupils are supported to become increasingly independent with this in UKS2.

In Reading Comprehension work in Key Stage 2, we use orange for 'on track' to indicate to pupils that they're on the right lines but need to add more detail or evidence from the text.

Marking in Maths

Work will be marked against the Learning Objective. Children will also be given a next step in their learning. Marking should show clearly where an error has occurred and if appropriate a correct answer should be modelled. Drawing a box to place an answer in shows that the child needs to go back and correct the answer independently.

Pink highlights successes

Yellow highlights errors or that need correcting

In Maths reasoning work in Key Stage 2, we use orange for 'on track' to indicate to pupils that they're on the right lines but need to add more detail or evidence from the text.

Marking in Other Areas of the Curriculum.

This policy is applied in all written work, including cross-curricular topic and science work. This gives a clear and consistent approach for the pupils and highlights the importance of applying literacy skills in all subjects.

EYFS

Pupils in EYFS receive verbal feedback of successes and next steps as they work. Pupils are given visual feedback through stamps and stickers and progress and feedback in line with Development Matters is shared with parents/carers through Tapestry.

Appendix 1:
Calder Learning Trust
Frequency and type of feedback in Calder Primary –
KS1 & KS2

Key Stage 1&2
<ul style="list-style-type: none">• Verbal feedback is an integral part of all good lessons and can be evidenced on a daily basis across the curriculum. This is used to gauge levels of knowledge recall and understanding and as a tool for the potential reshaping of lessons to address gaps and misconceptions both of individuals and the class as a whole. Verbal feedback is also used to support and refine written tasks while in progress, to scaffold or extend thinking, to provide additional challenge and to encourage independent learning skills.• Deep marking at least one piece of independent writing per pupil per half term to be marked using the Calderdale Writing Assessment Framework sheet relating to the appropriate year group. Throughout the year these pieces of writing should cover a range of genres covering fiction and non-fiction, styles of writing and subject areas across the curriculum.• Peer/self-assessment to be used when and where appropriate with clear guidelines regarding success criteria.• Live checking of Primary PRIDE during lesson circulation and when completing diagnostic book looks.• Summative assessments are used regularly throughout the year to inform planning and interventions in reading, maths and GPS

Frequency and type of feedback in Calder Primary - EYFS

- **Verbal feedback** is used by all staff working with EYFS pupils on a daily basis across the curriculum. This is used to gauge levels of knowledge recall and understanding and as a tool to question pupils, provide additional challenge, address misconceptions and develop thinking. It is also used to model tasks, activities, processes and methods as well as develop independent learning skills
- **Summative assessments** are used regularly throughout the year to inform planning and interventions in phonics
- **Visual feedback** is used by all staff working with EYFS pupils across the curriculum and takes the form of stamps or stickers on children's work to indicate a high level of effort from the pupil and/or high quality work

Appendix 2:PRIDE

I have **PRIDE** in my work!

Pritt stick in sheets neatly

Ruler used for underlining the date and LO

Is this your best handwriting?

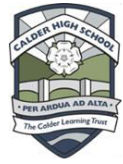
Draw and colour in pencil

Errors corrected neatly

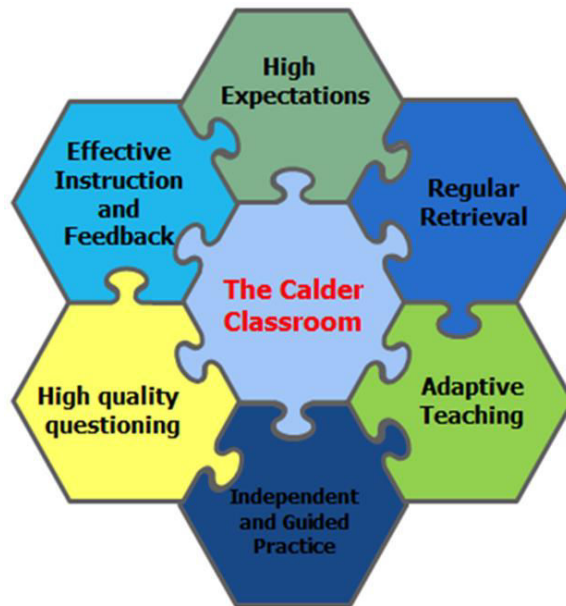
Appendix 3: Calder Classroom



- A knowledge-rich, well sequenced curriculum is delivered
- Teachers display high levels of subject knowledge and a desire to improve professionally through research and cpd
- High standards of classroom management are evident, with staff narrating the positive and rewarding effort
- A well maintained classroom environment stimulates quality learning and teachers promote high standards of PRIDE in the presentation of student work
- Teachers in all subject areas promote high levels of reading, vocabulary, writing and oracy



- Planning considers the essential knowledge, understanding and skills needed to progress.
- Teachers provide clearly defined learning intentions
- New material is presented in small steps to avoid overloading working memory
- Excellence is modelled so that students know how to achieve it
- Explanations are highly effective, demonstrating an awareness of common misconceptions.
- Regular feedback enables students to make gains in their learning
- Skilled questioning helps the teacher to determine how much new material has been learnt.
- Questions are used to promote student participation and to make links to prior learning and with learning in other subject areas
- Student responses are probed and developed to promote high standards of oracy
- Teachers ensure there are high levels of student participation. There is 'no opt out'



- Retrieval techniques are regularly used to strengthen connections between learnt material
- Low stakes quizzing helps students embed learning in their long term memory
- The curriculum is spaced and interleaved to encourage regular retrieval where appropriate
- Teachers 'teach to the top', however also provide scaffolds for difficult tasks, while continuing to challenge the most able
- Teachers ask questions that are appropriately pitched and directed
- Content is adapted as misconceptions or difficulties are encountered
- Teaching shows a clear understanding of students with diverse needs
- Support staff are employed effectively to support those with additional needs

- Teachers ensure opportunities are created for independent practice so that skills and knowledge become automatic for students
- Teachers guide students as they begin to practice new material to help them develop fluency and accuracy
- Models and worked examples are used to clarify specific steps involved
- Students are encouraged to take risks and develop a greater resilience as a result of doing so