



# Brackenhill Primary School

## Feedback Policy

### **OVERVIEW**

At Brackenhill Primary School, we will ensure that learners get the maximum benefit from their education through an entitlement to regular feedback from staff. This will enable them to understand their progress and achievement and explain to them what they need to do next to improve. The methods used for assessing work will be applied consistently throughout the school and will be linked to the policy on assessment, recording, and reporting. In the making of this policy, the school has taken the Teachers' Standards, Payscale Statements for performance management & statements from the Ofsted School inspection handbook (July 2022) into account. (See *Appendix A*) Pupil voice was also considered. (See *Appendix E*)

### **OBJECTIVES**

1. To monitor, evaluate and review learners' current stages of progress, and identify their next steps for progress and improvement.
2. To give learners accurate feedback on their progress and achievement.
3. To promote a positive self-image for learners, in accordance with the school aims, and through this encourage them to value and take pride in their work.
4. To celebrate and reward learners' achievement and progress.
5. To agree and set challenging targets for improvement.
6. To standardise the feedback procedures used throughout the school.
7. To enable learners to self-evaluate their work and take responsibility for setting their own targets.
8. To provide evidence for assessment, recording and reporting

### **STRATEGIES**

1. Teachers' oral and written comments will provide clear and easily understood feedback and encouragement for learners.
2. Oral feedback will be given during lessons while the learners are engaged in the learning process.
3. Feedback and assessment will celebrate and reward success and let learners know what they need to do next to improve.
4. Feedback and assessment will result in clear targets being agreed for improvement.
5. There will, whenever possible, be an opportunity for the child to participate in this process so that there is a shared perspective on feedback and assessment, and target setting.
6. Teachers will usually assess work during lessons when pupils are present.
7. Feedback will be mainly verbal rather than written.
8. Written comments by teachers should be kept to a minimum.
9. Where they are sufficiently skilled, learners will be given responsibility for summarising oral feedback and recording it themselves.
10. There will be consistency of approach through verbal and written marking across the school. (See *appendices B-D*)
11. Stickers/tokens or appropriate drawings/stamps and other tangible rewards should be given to celebrate and encourage achievement and progress.
12. In the interests of reducing teachers' work load, teachers should aim to fit assessment time within the working day (including planning, preparation and assessment time). Teachers are discouraged from taking work to assess off site.

### **OUTCOMES**



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Feedback and assessment will be carried out professionally and learners will benefit from its high quality. It will be used to encourage and celebrate learners' achievement and progress. It will be used to underpin clear and accurate feedback to learners and parents. The Feedback Policy will be reviewed on a regular basis by all staff to ensure that it is effective and workable.

Approved by

Headteacher.....

Date.....

Chair of Governors.....

Date.....



# Brackenhill Primary School

## Appendix A

### **Teachers' Standards**

1. Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

### **Payscale Statements for performance management**

M1-6 – Marking including focused marking follows the school policy, is encouraging and provides pupils with some guidance on how work can be improved. Pupils are encouraged to respond to feedback.

UPS1-3 – Marking including regular focused marking is frequent and regular and in line with the school policy and provides pupils with very clear guidance on how work can be improved and extends the child's knowledge and understanding. Children act on this feedback to encourage independent learning.

### **Ofsted School inspection handbook (July 2022)**

16. We will not require schools to provide:

- written evidence of oral feedback to pupils

22. We will not:

- use work scrutiny to evaluate teachers' marking
- specify the frequency, type or volume of marking and feedback



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## Appendix B - Early Years Feedback & Assessment Guidelines

### **Key principles of feedback and assessment**

All EYFS staff should provide feedback according to the following principles:

- Be clear, concise and explicit
- Ensure children's understanding of feedback given – through questioning and follow up activities
- Provide children with a next step to move learning forward where appropriate
- Be positive and constructive – rewards should be given readily to praise and motivate
- Verbal feedback should take precedence
- Be related to ability and attainment
- Related to learning intentions taken from weekly planning and planning for continuous provision
- When possible, written feedback should take place in the presence of pupils
- Feedback and assessment should be used to inform future planning for personalised learning

### **Feedback & assessment symbols**

I – If a piece of work has been completed independently

S – If a piece of work has been completed with support

Plus, a comment for each piece of work *where appropriate* identifying next steps for a child to be revisited before and after they complete their next piece of work

### **Coding System**

Use the Coding System to indicate whether the intended objective(s) for a focus task have been met.

- - If it has been met and children consistently demonstrate they are able to achieve this objective.
- - If it has not been fully met and children are working towards achieving this objective.
- - If children have been introduced to this objective/are struggling to meet it and require support.

### **Monitoring**

The Early Years Lead and SLT will ensure that these guidelines are being used consistently throughout the EYFS through work scrutinies and observation of verbal feedback during practical adult led activities and continuous provision.



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## Appendix C - KS1 Feedback & Assessment Guidelines

### **Key principles of feedback and assessment**

All KS1 staff should provide feedback according to the following principles:

- Be clear, concise and explicit
- Ensure children's understanding of feedback given – through questioning and follow up activities
- Provide children with a next step to move learning forward where appropriate
- Be positive and constructive – rewards should be given readily to praise and motivate
- Verbal feedback should take precedence
- Be related to ability and attainment
- Related to learning intentions taken from weekly planning and planning for continuous provision *where appropriate*
- When possible, written feedback should take place in the presence of pupils
- Feedback and assessment should be used to inform future planning for tailored learning

### **Feedback & assessment symbols**

- ? – Something is incorrect and needs rethinking
- ? sp – You need to check your spelling
- ? g – You need to take a look at the grammar
- ? p – You need to take a look at your punctuation
- vf – Verbal feedback has been given

### **Use of stamps**

Where a lesson/session taught has been taught by a member of staff other than the class teacher, this will be highlighted through the use of a stamp in the margin of books by the date.




HLTAs will indicate if they have covered using a HLTA stamp.

Cover Supervisors will indicate if they have covered using a Cover stamp.

Children should not use these stamps themselves.

### **Coding System**

The Coding System below should be used to feedback and assess pupil's work.

-  - Use of a green pen/highlighter indicates to a child what they have done well. It also indicates a child is consistently demonstrating they are able to achieve an objective.
-  - Use of an \*orange pen/highlighter indicates to a child what they need to improve and what their next step is. It also indicates an objective has not been fully met and children are working towards achieving this.
-  - Use of the purple pen is only reserved for a child. Children may edit their work in a purple pen in response to feedback from their teacher(s). Their teacher(s) may support them with this.

*\*In Maths, where a pupil has been moved along within a lesson, an orange pen/highlighter will be used to indicate this. It is therefore important children use a purple pen to respond as appropriate to this.*



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## **Marking**

In KS1, no self-marking should take place. Instead, a combination of live marking and focus marking will take place.

### *Live marking*

Where appropriate, live marking will take place within lessons and children will use purple pen to respond accordingly.

### *Focus marking*

This will take place for every extended piece of writing alongside the expectation grid. Use of the purple pen, by children following feedback from their teacher(s) on their writing, should show learning has moved on.

All work should be acknowledged and teacher(s) may add a short comment.

## **Monitoring**

The KS1 Lead and SLT will ensure that these guidelines are being used consistently throughout KS1 through work scrutinies and observation of verbal feedback during practical adult led activities and continuous provision.



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## Appendix D – KS2 Feedback & Assessment Guidelines

### **Key principles of feedback and assessment**

All KS2 staff should provide feedback according to the following principles:

- Be clear, concise and explicit
- Ensure children's understanding of feedback given – through questioning and follow up activities
- Provide children with a next step to move learning forward where appropriate
- Be positive and constructive – rewards should be given readily to praise and motivate
- Verbal feedback should take precedence
- Be related to ability and attainment
- Related to learning intentions taken from weekly planning and planning for continuous provision *where appropriate*
- When possible, written feedback should take place in the presence of pupils
- Feedback and assessment should be used to inform future planning for tailored learning

### **Feedback & assessment symbols**

- ? – Something is incorrect and needs rethinking
- ? sp – You need to check your spelling
- ? g – You need to take a look at the grammar
- ? p – You need to take a look at your punctuation
- vf – Verbal feedback has been given

### **Use of stamps**

Where a lesson/session has been taught by a member of staff other than the class teacher, this will be highlighted through the use of a stamp in the margin of books by the date.




HLTAs will indicate if they have covered using a HLTA stamp.

Cover Supervisors will indicate if they have covered using a Cover stamp.

Children should not use these stamps themselves.

### **Coding System**

The Coding System below should be used to feedback and assess pupil's work.

-  - Use of a green pen/highlighter indicates to a child what they have done well. It also indicates a child is consistently demonstrating they are able to achieve an objective.
-  - Use of an orange pen/highlighter indicates to a child what they need to improve and what their next step is. It also indicates an objective has not been fully met and children are working towards achieving this.
-  - Use of the purple pen is only reserved for a child. Children may edit their work in a purple pen in response to feedback from their teacher(s). Their teacher(s) may support them with this.



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*\*In Maths, where a pupil has been moved along within a lesson, an orange pen/highlighter will be used to indicate this. It is therefore important children use a purple pen to respond as appropriate to this.*

## **Marking**

In KS2, self-marking should take place however this will be done in purple pen only as this shows that the children have done this. Also, a combination of live marking and focus marking will take place.

### *Live marking*

Where appropriate, live marking will take place within lessons and children will use purple pen to respond accordingly. Live marking can also come in the form of:

- Questioning
- Giving further input
- Moving the learning forward
- Modelling
- Redirecting teaching to address misconceptions.

### *Focus marking*

This will take place for every extended piece of writing alongside the expectation grid. Use of the purple pen, by children following feedback from their teacher(s) on their writing, should show learning has moved on.

All work should be acknowledged and teacher(s) may add a short comment.

## **Monitoring**

The KS2 Lead and SLT will ensure that these guidelines are being used consistently throughout KS2 through work scrutinies, observation of verbal feedback during practical adult led activities, continuous provision and Pupil Voice.





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## Appendix E– Pupil Voice.

We asked the children of Brackenhill Primary School what they thought about our Feedback Policy and here is what they came up with:

### Key Stage 1

- Children did not want to self-mark
- Children do not want to peer mark
- In their Maths books, children would like a comment left
- When children amend their work straight away, they want their purple pen amendments to be acknowledged
- Children like receiving positive, verbal feedback.
- Children like using a purple pen because it helps them not make the same mistake and it stands out in their book.

### Key Stage 2

- Children enjoy peer marking
- Children enjoy like self-marking because they can instantly see the progress
- Children like to use a purple pen
- Children like verbal feedback so that they can act on it straight away
- Children prefer to do their next steps straight away as it's fresh in their memory.