

## Feedback Policy

Core principles:

- sole focus is to further children's learning.
- evidence of feedback and marking is incidental to the process, no additional evidence need be provided.
- written comments should only be used if pupils can access them.
- feedback delivered closest to the point of action is most effective, feedback delivered DURING lessons is more effective than those at a later date.
- feedback is provided both to teachers and pupils as part of assessment process and takes many forms other than written comments.
- feedback plays only part of assessment process. Appropriate differentiation (challenge/support etc) should be provided to all pupils in every lesson to ensure progress made.
- any work should be reviewed at earliest opportunity so it can impact future learning.

Our feedback must:

- redirect or refocus the teachers or the learner actions to achieve a goal
- be specific accurate and clear
- encourage and support further effort
- be given sparingly so it is meaningful
- provide specific guidance on how to improve.

Feedback in 3 ways (in order of decreasing importance)

1. Immediate feedback - at the point of teaching
2. Summary feedback - at the end of a lesson - or the start of the follow up lesson
3. Review feedback - away from the point of teaching

Type:	When / With who	What it <b>could</b> look like:	Evidence:
Immediate (Teacher/TA/ pupil)	Within lessons with individuals or small groups	<ul style="list-style-type: none"> <li>- Verbally given for immediate action</li> <li>- live marking - teacher travels the room during an activity then orally gives suggestions on improvements that could be made.</li> <li>- Pupils can be provided with answer sheets mark every 3 or 4 questions then alert teacher if errors being made.</li> <li>- Marking code adhered to (if used) √ (correct) sc (correction) or · (incorrect but no need to complete correction) This can be used by pupil, peer, teacher or TA.</li> <li>- Lesson re-focus may occur.</li> </ul>	<ul style="list-style-type: none"> <li>- Lesson observations</li> <li>- Learning walks</li> <li>- Some evidence of marking code (not necessarily done by class teacher)</li> <li>- Improvement evidence in books through editing, correcting or further working</li> </ul>

Summary (Pupil/ teacher)	End of a lesson or at beginning of next lesson or activity with whole class or group.	<ul style="list-style-type: none"> <li>- Provide evaluation of learning in the lesson and could guide teacher in review feedback.</li> <li>- Peer assessment / self assessment /teacher assessment. This could be use of answer sheets, objective tick chart (using 3 grades - see appendix)</li> </ul>	<ul style="list-style-type: none"> <li>- Lesson observations</li> <li>- Learning walks</li> <li>- Misconceptions/ feedback covered in SMART Notebooks, Keynotes, Presentations and/ or annotated planning</li> <li>- Self and peer marking evidence.</li> </ul>
Review (teacher)	Away from lesson, at end of unit or after a formative assessment.	<ul style="list-style-type: none"> <li>- conferences 1:1 or 1:small group (could be unit by unit in English, Maths - half termly in Writing) where targets are set for pupil's action.</li> <li>- giving opportunities for corrections to be made in the following lesson (if appropriate)</li> </ul>	<ul style="list-style-type: none"> <li>- Acknowledgement of completed work (minimum teacher signs initials to say work has been reviewed).</li> <li>- May include written comments and appropriate actions (in line with core principles)</li> <li>- Adaptation of future teaching sequences.</li> <li>- Annotations on planning</li> </ul>

### **Non-negotiable**

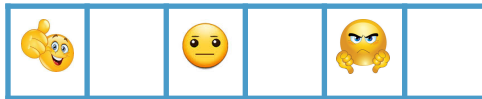
- A learning objective (minimum) must be shared at the beginning of every lesson.
- Books/pupils work **looked** at every day to help inform future planning (Maths, English)
- All feedback is used to inform future planning including misconceptions/feedback session at start of next lesson. This will include discussion of any targets (T) , reinforcements (Re) or further challenge. (Ch) - which can be added to teacher presentation, SMARTNotebook etc together with time to do any corrections (if necessary).
- Prior to a final draft of an independent piece of writing (that is going to be used for assessment purposes) verbal feedback should be given about sentences, paragraphs or sections that need editing but no direct or actually suggestions given on what these edits should be.
- Writing assessment pieces use objective sheet appropriate to stage of writing development.
- Targets are set inline with key progression objectives/KPIs suitable for year group. (These can be set verbally)
- Foundation unit assessment grids to be completed after every unit which indicate children's skills and knowledge.
- High quality VERBAL feedback essential if no written feedback undertaken.

### **Spellings**

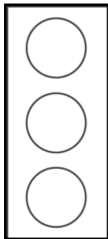
- Incorrect spelling need not be corrected in Foundation subjects, RE or Science books unless teacher deems it necessary.
- Whole class feedback on spellings in English to be undertaken. Key words spelt incorrectly can be highlighted/listed then corrected on lesson presentation then children given time to find and correct their errors.

**Appendix**

Examples of objective tick chart (if used) - for self, peer or teacher assessment.






To be used with a single L.O. on a KS2 worksheet.






To be used with single L.O. on a KS1 worksheet.






To be coloured in red, orange or green by pupil.

Objective			
I understand that characteristics are passed from parents to offspring (inheritance)			
I understand living things change over time (evolution)			
Any other comment:			

At the bottom of a KS2 piece of work.

Objective			
I can name a variety of animals			
I can say if they are herbivore, carnivore or omnivore.			
Any other comment:			

At the bottom of a KS1 piece of work.

Objective			
I can plan a scientific enquiry.			
I can decide on the most appropriate type of investigation			
I can explain which variables will be controlled.			
I can record, report and present results appropriately.			
I can write a report about my findings that includes a conclusion.			
I can report the degree of trust I have in my results.			
Any other comment:			

For larger pieces of work in KS2

Name: \_\_\_\_\_ Date: \_\_\_\_\_

LO: To understand that evolution doesn't always work out; to understand extinction.

You have looked at lots of information about the now-extinct Dodo. After your discussions can you write some of the reasons why it may have become extinct.

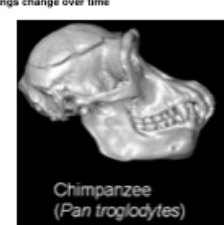
The Dodo 	Extinction - reason 1
	Extinction - reason 2
Extinction - reason 3	Extinction - reason 4
Extinction - reason 5	Extinction - reason 6
Extinction - reason 7	Extinction - reason 8
Extinction - reason 9	Extinction - reason 10
Extinction - reason 11	Extinction - reason 12
Extinction - reason 13	Extinction - reason 14
Extinction - reason 15	Extinction - reason 16
Extinction - reason 17	Extinction - reason 18
Extinction - reason 19	Extinction - reason 20
Extinction - reason 21	Extinction - reason 22
Extinction - reason 23	Extinction - reason 24
Extinction - reason 25	Extinction - reason 26
Extinction - reason 27	Extinction - reason 28
Extinction - reason 29	Extinction - reason 30
Extinction - reason 31	Extinction - reason 32
Extinction - reason 33	Extinction - reason 34
Extinction - reason 35	Extinction - reason 36
Extinction - reason 37	Extinction - reason 38
Extinction - reason 39	Extinction - reason 40
Extinction - reason 41	Extinction - reason 42
Extinction - reason 43	Extinction - reason 44
Extinction - reason 45	Extinction - reason 46
Extinction - reason 47	Extinction - reason 48
Extinction - reason 49	Extinction - reason 50
Extinction - reason 51	Extinction - reason 52
Extinction - reason 53	Extinction - reason 54
Extinction - reason 55	Extinction - reason 56
Extinction - reason 57	Extinction - reason 58
Extinction - reason 59	Extinction - reason 60
Extinction - reason 61	Extinction - reason 62
Extinction - reason 63	Extinction - reason 64
Extinction - reason 65	Extinction - reason 66
Extinction - reason 67	Extinction - reason 68
Extinction - reason 69	Extinction - reason 70
Extinction - reason 71	Extinction - reason 72
Extinction - reason 73	Extinction - reason 74
Extinction - reason 75	Extinction - reason 76
Extinction - reason 77	Extinction - reason 78
Extinction - reason 79	Extinction - reason 80
Extinction - reason 81	Extinction - reason 82
Extinction - reason 83	Extinction - reason 84
Extinction - reason 85	Extinction - reason 86
Extinction - reason 87	Extinction - reason 88
Extinction - reason 89	Extinction - reason 90
Extinction - reason 91	Extinction - reason 92
Extinction - reason 93	Extinction - reason 94
Extinction - reason 95	Extinction - reason 96
Extinction - reason 97	Extinction - reason 98
Extinction - reason 99	Extinction - reason 100

If the Dodo could have evolved/adapted in one way to prevent extinction - what do you think it could have been?


Name: \_\_\_\_\_ Date: \_\_\_\_\_

Learning Challenge: Have we always looked like this?

LO: To recognise that characteristics are passed from parents to offspring; understand that living things change over time



Chimpanzee  
(Pan troglodytes)






Human  
(Homo sapiens)

Scientists believe that humans and chimps shared a common ancestor, 5-8 million years ago. Since then human skulls have grown and brains have increased in size.

What observational differences are there between a chimp and human skull?

What can humans do that chimps can't? (Think along basic functions of existence)

Are these differences inheritance or evolution? Explain.

Objective			
I understand that characteristics are passed from parents to offspring (inheritance)			
I understand that living things change over time (evolution)			
Any other comments:			

Example of KS2 worksheets produced with objective tick charts.

True or False

LO - To find doubles to 20.

Check my doubling!


Doubles	✓ or x	Why?
1 + 1 = 2	✓	
7 + 7 = 14	✓	
3 + 3 = 5	x	3+3=6
2 + 2 = 4	✓	
10 + 10 = 20	✓	
Double 4 = 44	x	4+4=8
9 + 9 = 17	x	9+9=18
Double 8 = 18	x	8+8=16
6 + 6 = 11	x	6+6=12
5 + 5 = 10	✓	


Lesson Objective: To find fractions (half) of whole numbers.


Worksheet 13

Finding Part of a Set

1 Circle to divide the objects into two equal groups. Fill in the blanks.

60   $\frac{1}{2}$  of 60 =

60   $\frac{1}{2}$  of 60 =

60   $\frac{1}{2}$  of 60 =

Lesson Objective: To find fractions (half) of whole numbers.

2 Match.

$\frac{1}{2}$ of 24	•	•	4
$\frac{1}{2}$ of 8	•	•	7
$\frac{1}{2}$ of 6	•	•	24
$\frac{1}{2}$ of 28	•	•	15
$\frac{1}{2}$ of 22	•	•	3
$\frac{1}{2}$ of 30	•	•	11

Example of KS1 worksheets produced with objective tick charts.

Examples of how whole class feedback could be incorporated into SMARTNotebook, PPTs, Keynotes for teacher input. (screenshots taken from a Year 6 Maths lesson)

**Prior Learning** - scaling up and down, finding common denominators  
 converting mixed and improper fractions, add and subtract  
 and multiply and division of fractions, links between  
 fractions decimals and percentages

**Misconception** - SEE FEEDBACK SLIDES



**LEARNING OBJECTIVE**

- to calculate percentages of quantities



**WHAT I'M LOOKING FOR:**

- Think about making the percentage to a fraction FIRST

**Vocabulary**

- proper
- improper
- mixed
- numerator
- denominator
- scale up
- scale down
- common multiple
- common factor
- RECIPROCAL
- percentage

**Real Life Links**

- any business



**Moving Forwards** more calculating with percentages

<b>FEEDBACK</b>									
<b>T - Divide the quantity</b>									

<b>FEEDBACK</b>									
<b>T/Re - Use of decimals</b>									

<b>FEEDBACK</b>									
<b>Re - How to find 15%</b>									

<b>FEEDBACK</b>									
<b>Class Challenge</b>									
<b>A coat that cost £200 is now at 95% of the original price - what is the new cost?</b>									

# FEEDBACK WRITTEN CODE

✓	<b>You got it right!</b>
SC	<b>Have a go at this again. (Self-correct)</b>
●	<b>This is incorrect. (But you don't need to have another go it)</b>
<i>teachers initials</i>	<b>Your teacher has read your work and whole class feedback will be given</b>
<b>(THE NEXT STEPS - Could be used at start of next lesson on SMARTNote, Keynote, PPT etc.)</b>	
Re	<b>Let's all have another attempt at it. (Reinforce, reflect, apply, explain)</b>
Ch	<b>Try something harder! (Challenge)</b>
T	<b>This is a target for some of us. (Target - model, scaffold, remind)</b>

ANY WRITTEN FEEDBACK BY TEACHERS OR TAs WIL BE DONE IN GREEN.

ANY PEER, PUPIL SELF-MARKING WILL BE DONE IN PENCIL OR SCHOOL  
HANDWRITING PEN.