Response and feedback policy

Rationale

Feedback is an integral part of teaching and learning, being an important aspect of the interaction between pupil and teacher and a key element of assessment. It gives a strong message to the pupil about the importance, relevance and value of the learning being undertaken and how this can be developed. The different aspects and styles of feedback need to be clearly understood by pupils and teachers and used to build an effective culture of growth within the classroom. Whilst there should be a consistency of purpose throughout the school, the style of feedback may change according to the age of the pupil.

Aims

- To raise standards by ensuring that teachers and pupils are fully aware of the ability of the pupils and of any misconceptions they may have.
- To allow teachers to be fully aware of the pupils' response to individual learning objectives.
- To ensure that pupils have a clear understanding of their progress and what they must do to improve now and in the future.
- To produce evidence of the pupils' progress.
- To increase the pupils' levels of motivation.
- To offer opportunities for pupils to reflect on their learning
- To build a culture of reflection, growth and high expectations within the classroom.

Staff will use a range of feedback methods (listed below), applying their professional judgement to determine which strategy will be the most effective. This could be based on: the age/phase of the children; the subject/content being taught; the way an individual best accesses feedback; the timing of feedback (in the moment or post teaching), as well as other factors, such as ensuring a positive work-life balance. As a result, feedback and response to children's work will look different for each child whilst still meeting the above aims of the policy.

Range of feedback strategies (*to be used at discretion of teacher according to most significant impact on learning)*

Verbal feedback

High quality verbal feedback is given carefully 'in the moment' so that pupils have the opportunity to amend their mistakes or address misconceptions immediately. Pupils learning can be stretched or supported whilst still in the lesson. Pupil conferencing involves an in-depth look at a piece of work with a child so their strengths and areas to improve can be identified. Verbal feedback is a powerful tool for moving a child's learning on quickly and effectively.
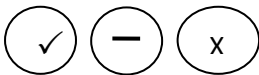
Written comments.

Written comments give a clear indication to the pupil of how they have performed and encourage pupil reflection. They present the opportunity to praise, highlight misconceptions and set targets. Any written comments should be matched to pupils' reading ability. Teacher comments will be written using a green pen. Children should always be given the opportunity and time to respond to feedback and is to be built into class culture. Early Years staff respond to children's work verbally although they will always "mark" that the work has been assessed/discussed.

Marking codes

Marking codes can be time effective and be used to give an instant feedback. They should be discussed with the children and prominently displayed in the classroom. The following marking codes table should be used in all marking.

Marking codes:

Code	Meaning
O	A circle around a missing piece of punctuation/error indicates the child needs to read for sense and self-correct.
//	A new paragraph is needed.
_ _ _ _ _	There are spelling errors that need to be addressed. Pupils are encouraged to identify and edit age appropriate spellings independently. For idiosyncratic words, pupils may be asked to rehearse them specifically, e.g. Pyramid x3 _____ _____ _____
▭	Boxing up around incorrect phoneme/grapheme correspondences. Children expected to identify the correct GPC and replace independently (phase/age appropriate)
Highlighted	Green represents good examples of learning, including where objectives or targets have been achieved, or choices have been particularly effective.
Highlighted	Pink represents next steps in learning and / or areas to look at and check again.
(✓) (−) (x)	Adults use these codes to indicate a pupil's level of understanding: focus achieved/nearly/not understood. They should be placed next to the 'Can I...' learning focus.
🧍	Indicates a child's given response verbally which is necessary for assessment purposes
C A P E D	To be used in maths. Pupils will: **C**heck, show **A**nother way, **P**rove, **E**xplain and/or **D**raw their learning

The following symbols represent the level of support a pupil has had during a lesson:

I	Independent. (If learning has no symbol, it is to be assumed that the learning is independent.)
S	The pupil was supported by an adult
GG	The activity was part of a guided group

When should responses to learning take place?

For the response policy to have the greatest impact on learning, there should be a short period of time between completion of the task and the teacher's response to it.

Feedback can happen:-

- With the child during the lesson where the teacher is guiding learning, giving verbal feedback or conferencing (but not within lessons if pupils are not part of the discussion).
- After the lesson but before any follow-up lesson.

Time needs to be included within daily routines for pupils to respond to marked work. As a result, a pupil should have a good understanding of their own learning and what they need to do to improve.

Who should respond to pupils' work?

Work produced during a lesson should be responded to by the teacher who planned and delivered the lesson or by pupils if peer marking is the intention. Supply teachers are expected to mark work they have taught. Teachers may respond to work from another class for moderation purposes. Teaching assistants may also help the teacher by identifying any positive learning behaviours and/or identifying when the lesson focus has been achieved. When anyone other than the class teacher is responding to learning, they will initial the work.

Target Setting.

Target setting will be an ongoing activity linked to assessment and individual needs. Targets will be generated from individual or cohort specific gaps in learning. Response and feedback will support the child in achieving their personal target. Individual or personal targets can be set through use of the pink highlighter (detailed above in the marking codes) so that areas to improve are clear to the children.

Post-its should be used to illustrated minor repetitive errors that children need reminding of until embedded change is clear. Post its move to the top of a child's page daily, reminding them of their specific target (usually spelling, handwriting or grammatical focus). Children can be given the opportunity to create their own post it reminders, which supports the culture of self-reflection and learning independence.

Peer marking and self-assessment.

Peer marking and self-assessment enables pupils to take ownership of their learning and to work alongside their peers to discuss ways to improve. Pupils should be trained how to self-assess and coach effectively, particularly by referring to the learning objective, lesson criteria and everyday expectations. This can also include self-ticking at the end of a lesson and a child response declaring their understanding.