

Whitehall
Park School
LEARN ENJOY SUCCEED

Feedback Policy 2023 - 2024

Feedback is a powerful tool in assessment of, and for, learning. We acknowledge that feedback comes in a variety of forms and that it should be a regular and robust part of every lesson. We believe that all learners should receive feedback that informs and improves their learning, develops their self-confidence, provides opportunities for self and peer assessment and that learners make progress as a result. We use research from the EEF (Principles, Method, Implementation -See Appendix 1) to support effectively moving learners' learning forward.

Key principles of our feedback policy

Feedback may take a number of forms (verbal, written, planned, unplanned, formal and informal), may be directed to individuals or groups of learners, but is based on assessment for learning. Verbal feedback is the most frequent form of feedback. It is up to the teacher's professional judgment to decide when and how often to use written feedback.

Feedback should:

- Be manageable for the teaching team and accessible for the learners.
- Relate to the learning objective, steps to success and/or targets and should be positively phrased.
- Give recognition and descriptive praise for effort and achievement and clear next steps for improvement.
- Include a positive attitude during discussions.
- Be timely and ideally all learning should be directly discussed with the learner so that they can actively engage with the feedback.
- Allow dedicated time for learners to reflect upon their learning, respond to feedback and make improvements.
- After careful structuring by the teacher, include regular peer and self-assessment as they are valuable tools for learning.
- Show learners that their work is valued.
- Provide ongoing assessment to inform future planning.

All staff are involved in using the feedback codes to give written feedback to learners. Teachers and Teaching Assistants use blue pens to mark in the school handwriting style. Supply teachers will write 'supply' on the top of the learning.

Feedback expectations

Early Years

- Every week, teaching staff meet to discuss children's learning and next steps. This then informs the team's future planning opportunities and ensures that our curriculum caters to the interests and needs of the current cohort.
- As stimulated in the EYFS statutory framework, EYFS staff focus on developing and extending quality interactions with the children in the learning environment. Through these interactions, we promote children's oracy, language development and challenge.
- Due to the high-quality interactions with our pupils, staff are not required to create written observations or learning journeys for pupils, however we keep parents up to date about their child's learning opportunities regularly through conversations, Dojo posts and newsletter contributions.
- During the school year, we introduce pupils to the verbal feedback in their phonics lessons. This is then extended to introduce them to the Key Stage 1 feedback marking symbols for certain pupils.

Learning Objectives and Success Criteria

- For learners to receive meaningful feedback they need to have a clear understanding of what the learning objective is for each lesson. This is how we share the learning objective:
 - Teachers will always verbally refer to the lesson objective.
 - Learners in Year 1 and others who find it difficult will have a learning objective printed to stick into their books for every lesson.
 - Learners in Year 2 and upwards write the learning objective in exercise books for every lesson.
- During learning teachers and learners will identify the success criteria to meet the objective. These can be explicitly shared or co-constructed with learners at a meaningful point in their learning.
- During modelling and throughout the lesson, the success criteria should be explicitly referred to, learning is refined in and reflected upon.



- Learners will record the success criteria in their books so these can be highlighted/ticked during the feedback process by both the learner and their teacher, when appropriate.

Guided Learning (GL)

- There are times where classes will work collaboratively, or in small groups to complete their learning.
- This may be during the introduction of a new topic, when identifying language features at the start of a new unit of writing, or when creating whole class shared mind-maps /spider diagrams.
- Group learning will not be given written feedback and will be indicated in books with a GL in the margin.

Shared Learning (SL)

- There are times when learners will work collaboratively with their talk partner to compose sentences, ideas, or to solve maths challenges.
- Learners will indicate when learning has been collaborative by writing SL in their margin.
- Shared learning will be given only light touch feedback as it is not clear which learner was responsible for each element.

Self-Assessment (SA)

- Learners will use purple pens to self-assess their learning.
- Learners will consider the success criteria when self-assessing.
- They will tick or dot each step depending on whether they feel they have met that criterion or not.
- Learners may also self-assess their learning following a set of answers which have been provided by the teacher on the board.
- After longer pieces of extended writing learners will respond to their teacher's comments and improve upon their learning where prompted.

Spelling, Punctuation and Grammar

- High standards of spelling, punctuation and grammar are encouraged, and mistakes are corrected as appropriate to the learner's age and development.
- Standard English, spelling, punctuation and grammar is monitored across all lessons and in all exercise books.
- Only 3 spelling words can be corrected per each piece of learning. Ensure words corrected are appropriate for the year group/learner's ability. Learners should be given an opportunity to practise writing these words 3 times at the bottom of the page.

Challenge and Practise (C)

- Learners are provided time within class to respond to verbal feedback and challenges or to practise what they are finding tricky such as handwriting or the spelling of common exception words.
- Time may be allocated first thing in the morning, at the beginning of a lesson, or in the moment following direct feedback from a teacher.
- Learners will be provided with a range of challenge questions to extend thinking and learning. Learners who finish early should always have a challenge to complete on the board or from a challenge table in every lesson. This is indicated with a 'c' in a circle on the board and pupils should put the 'c' next to their completed challenge in their books.
- All learners should be challenged on a weekly basis. For some learners, this may be an extension challenge but for others it may be based on the steps to success the learners did not achieve or in EYFS the learner's individual next step.

Peer Assessment (PA)

- Learners use purple pens when engaging in peer assessment and must indicate with a 'PA' on the top of the page.
- Teachers will discuss the success criteria with the class before learners begin peer assessing one another's learning.
- Learners will read their learning aloud to their partner and then discuss aspects where they feel they have directly met the success criteria, numbering key phrases and sentences using the numbers from the numbered success criteria.



- Learners will discuss together where improvements can be made, only the owner may write directly in their book.
- To conclude the peer assessment discussion, learners will both tick and dot the success criteria depending on whether they feel it has been met.
- There is a separate box for the learner, peer assessor and teacher to complete.
- In KS2 learners will then write up their assessment using the two stars and a wish format. The two stars will highlight aspects which they have done well and the wish, an aspect which they hope to improve upon in their next piece of learning.
- Teachers will initial the learner's two stars and a wish to show they have both read them and agree with them.

Pupil Conferencing (PC)

- One of the most powerful forms of feedback is for learners to have a 1-to-1 discussion with their teacher.
- Teachers will aim to hold a pupil conference with learners at least once a term.
- Teachers will take the opportunity to read through the learner's writing alongside the learner and explain to them in that moment what they have done well, and where they can make improvements.
- Together, the teacher and learner will agree upon and record targets for the learner's following piece of writing.
- Learners will record these targets in purple pens and teachers will initial them in blue pen.
- Learners, following this guidance from their teacher will then aim to meet these targets in their next pieces of writing.

Efforts and Achievements

Learner's efforts and achievements will be recognised by;

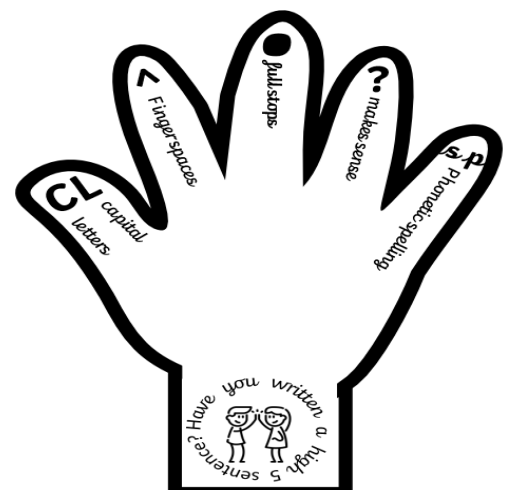
- Reading learners writing out in class
- Class displays
- Awarding of house points
- Opportunities to show learning to other members of staff or the senior leadership team (for a Headteacher's Award)

School Closure

- In some cases, and due to circumstances beyond the school's control, there may need to be a full or partial closure of the school. For instance, the building may need to close for a time due to building works, an unexpected site issue or, in extreme cases, due to a national crisis such as a pandemic.
- Due to the nature of online learning, the feedback policy will be adapted during remote learning sessions.
- Learners will still be provided steps to success (including clear examples of modelling) and a challenge to complete.
- Feedback will be provided in two subjects, usually English and Maths, within 48 hours of tasks being completed and submitted to the teacher. It will include a descriptive praise statement and if applicable a sentence of what the learner can do to improve next time (e.g., practise proofreading your learning to ensure it makes sense, try using a different method to add next time or have a go at completing the challenge).

Monitoring

It is the responsibility of all subjects, middle and senior leaders to monitor and evaluate the impact of the feedback policy across the various subjects regularly.



Feedback codes

Feedback Codes for written learning in KS1 in all subjects





- Teachers in KS1 will primarily focus on developing learners' abilities to write well-constructed sentences, which are correctly punctuated and make sense.
- They will use five key symbols when giving feedback to learners.
- These symbols will be placed in the margin to guide learners to identify their own errors.

CL	You have missed a capital letter
^	You have missed a finger space
o	You have missed a full stop
?	You need to check if this sentence make sense
Sp	You have spelt a word incorrectly

Feedback Codes for extended writing in KS1

- For extended writing, these symbols will be displayed on a high-five sentence hand, which the learners will refer to in lessons and will be stamped/stuck at the end of their piece of writing in their books.
- Teachers will tick each aspect of the hand to show when learners have achieved this in their writing, for extended pieces of writing the teacher will highlight each aspect using yellow and purple highlighters; purple identifying areas for progress and growth, and yellow (gold) identifying areas of greatness relating to the success criteria.
- Learners will the opportunity to self-assess their own work by ticking each aspect of the hand in purple pen.
- At the end of each writing unit, learners will write an extended independent piece of writing.
- Before beginning their writing, a success criteria specific to that genre of writing will be decided upon as a class.

An example of a success criteria for narrative writing is included below:

1.		2.		3.		4.	
	imaginative ideas		descriptive noun phrases		conjunctions		beginning, middle & end

- When giving feedback on extended pieces of writing teachers will use purple and yellow highlighters on the high-five sentence hand, within the learner's written work and directly onto the success criteria.
- At the end of Year 1 and moving into Year 2, teachers will also number specific phrases and sentences in the learners work which directly relate to the success criteria.
- When self-assessing their own writing learners will be encouraged to number specific phrases and sentences where they feel they have met the success criteria.

Feedback Codes for written learning in KS2



- If learners have achieved the success criteria in writing, then a part of their writing will be highlighted. Yellow indicates areas where the learner has been successful (gold for greatness), and purple indicates areas for improvement (purple for progress).
- Symbols written by the teacher in the margin indicate areas where the learner needs to correct their writing.

Example from KS2

P	You have missed punctuation somewhere in this line
G	You have a grammatical error in this sentence e.g., wrong tense, subject verb agreement, a run-on or incorrect verb conjugation
SP	You have an important spelling you need to correct.
VC	You need to rethink your word choice

Feedback for Maths



Core Principles of feedback in mathematics

During the lesson

- **Marking in the moment** - Teachers/TAs mark when working with groups (**Blue pen**). Abbreviations will be used to indicate what support/feedback has been given (GL, SL, SA, C, PA)
- **Verbal feedback** is provided to children continuously throughout the lesson.
- Teachers/TA **may annotate** pupils work to provide further scaffolds and modelling.

At the end of the lesson

- Children **mark their own work (Purple pen)** so that they are able to **see immediately** whether they have **succeeded** in their learning (Teach children the skills of self-checking).
 - This takes place at **different points within the lesson** and where the teacher deems it is appropriate.
 - If they have a misconception or misunderstand something, they must **alert the teacher** immediately.
- **Peer marking (Purple pen)** can also be used but will need to be taught how to do this effectively.
- Teachers may provide marking prompt sheets for children when they **self-assess** (See Appendix 1a).
- The teacher will then use a strategy to allow the children to place their books in an **assessed grouping** where appropriate (See Appendix 1b)

After the lesson

- The teacher will assess the learning and arrange a '**Same day intervention**' to support the learning/misconception.
- The teacher **may add a prompt (Blue pen)** when they have identified an underlying misconception or to provide further support (see Appendix 1c).

Identifying errors - During or after the teaching

Where children have made mistakes, teachers will identify whether the errors are caused by:





1. **Slips/lack of concentration**
 - Errors that are the result of slips may be corrected by the child.
2. **An underlying misconception**
 - Errors that are the result of a misconception will be addressed immediately in the lesson or (where this is not possible) through timely intervention that fits into the unit of work (**Same day intervention groups**).



Feedback for Core Subjects




Example for Science

Scientific Enquiry

1.		2.		3.		4.	
	make a prediction		present my results		Use scientific vocabulary		write a conclusion

Example for History

Introduction to Ancient Greeks

1.		2.		3.	
	Discuss where the Ancient Greeks period is on a timeline		Order events chronologically		Use historical vocabulary