

# **Bledlow Ridge School**



## **Feedback Policy**

**Date agreed: September 2022**

**Review date: September 2024**

Feedback comes in a variety of forms and should be a regular and robust part of every lesson. Feedback, as an integral part of the learning process, must be well positioned and delivered regularly in each lesson. All feedback should have a positive tone and be specific, clear and appropriate in its purpose and productive in its outcomes. The best feedback, whether it is written or verbal, will give pupils a clear sense of how they can improve, with pupils responding and making progress as a result.

This policy is informed by studies from the Education Endowment Foundation and the Department for Marking Policy Review Group Report, both 2016. The school has taken on Vygotsky's Zone of Proximal Development concepts to support pupils' self assessment.

At Bledlow Ridge School we place the child at the core of the feedback policy. Research has shown that consistent and effective feedback, as documented in this policy, has a significant impact on raising achievement. Where pupils are given better quality support and feedback, and are encouraged and empowered to take more responsibility, they learn more effectively.

## **Basic Principles**

The basic principles of feedback at Bledlow Ridge School are:

- Support pupils to think about and reflect on their learning
- Focus on success and improvement against agreed success criteria to motivate and build self esteem
- Use age appropriate symbols
- Relate to the learning intention and success criteria
- Allow specific time for children to read, reflect and respond to feedback in order to raise achievement
- Respond to the learning needs of individuals, groups or the whole class by taking opportunities to mark face-to-face or as pupils are working to maximise its impact
- Be an integral part of the assessment for learning process, informing future planning
- Be easily understood and seen by children as a positive approach to improving their learning
- Be manageable for the teaching team
- Be consistent throughout the school or within key stages, using school marking symbols consistently
- Adults will provide feedback (written and using green/orange highlighter) to the pupils they have been supporting during the lesson.
- Adults can model and use the feedback symbols (using green pen) in pupils' books when supporting them **during** the lesson

Within these principles, our aim is to make use of the good practice to ensure that children are provided with timely and purposeful feedback that furthers their learning, and that teachers are able to gather feedback and assessments that enable them to adjust their teaching both within and across a sequence of lessons.

## **Types of Feedback**

We accept that teachers are best informed to make the judgement of what type of feedback is necessary to best further a pupil's learning. This may mean that different children are given different types of feedback for the same piece of work completed. It may be there is little evidence of written feedback apparent in books, but this does not mean that feedback has not taken place.

| Type of feedback   | What it looks like  |
|--|---|
| <b>Live Marking</b><br><br>Teachers mark verbal feedback (VF)                | This is immediate and child specific. The teacher will look over a child's work during the lesson and point out praiseworthy features or any misconceptions and address them straight away. This feedback has a quick and significant impact on the children's learning during the session. This may be done verbally, in which case the adult will mark 'VF', or by modelling or working through a question together - there may be evidence of this in books.   |
| <b>KS1</b>   | Children use red pens for capital letters and any form of punctuation, this will be phased out throughout Year 2. Purple pens are used to edit work. This may be teacher led/prompted or independent editing.   |
| <b>Written feedback</b>  | A teacher will give written analysis of the work and give written feedback of what the children need to do next. Work will be annotated, and children will be directed to a specific area of the work they need to improve. This will only be used when the teacher feels it is the most effective way of giving feedback. All written feedback comments should be completed in green pen.  |
| <b>Highlighters</b>  | <p>Green and orange highlights will show achievement against the learning question (LQ)/ title or success criteria.</p> <p>The LQ or title within a piece of work will be highlighted green to show that the learning question has been achieved.</p> <p>The LQ/evidence within a piece of work may be highlighted orange to show specific examples of where there are misconceptions or edits are required.</p>  |
| <b>Marking symbols will be used consistently and displayed in classrooms</b> | See appendix for symbols  |
| <b>Peer and Self Reflection</b>  | <p>This can be an effective and useful tool for helping children take responsibility for their own learning. Children are supported in reflecting in greater depth using the Zone of Proximal Development (ZPD), developed by psychologist Lev Vygotsk (see example in appendix and displayed in classrooms). Pupils are required to reflect on their progress in each lesson using ZPD. This will be completed verbally or when appropriate, pupils will be asked to add an R, A or G next to the Learning Question.</p> <p>There should be clear guidelines for the children to follow in how to evaluate their own work and this should be explicitly modelled by the teacher beforehand to ensure the quality of their reflections. Pupils will need training over time to become successful in this. Children will use purple polishing pens to correct/mark/edit their work.</p> <p><b>Use of the Zones of Proximal Development (ZPD)</b><br/> This approach helps pupils understand that they need to challenge themselves (i.e. be working within the amber zone) in order for them to move forward in their learning. Children can reflect on which zone they are working in throughout and at the end of a lesson/unit.</p> |
| <b>Other feedback</b>  | Ticks (in green pen/green highlighter) are used when answers are correct. If an answer is incorrect teachers will use an orange highlighter or green X/C (depending on age)   |

|  |  |
|--|--|
|  | Following whole class feedback there will be a F.I.T (Feedback and Improvement Time) session. In this time the children will be expected to identify the common errors they have made (as fed back by the teacher) and use their understanding to improve their work. A child who has exceeded the learning outcome may be given a task to extend their learning (for example, problem solving or reasoning) and children who need more individual support may be given this in a more guided way by an adult. |
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## Monitoring

Evidence and monitoring of this feedback policy will be through conversations with teacher and pupils, visits to classrooms and looking at pupil books.

## Pupils' Targets

Writing and maths target record sheets are kept in pupil's books. When a pupil has achieved a target, adults or the child will tick off the target, record the short date and cross reference it on the work where this target has been achieved (e.g. T1 met).

For Pupils who have Learning Plans, they must have their targets stuck into their maths and english books. When these targets are met, these need to be ticked and dated and referenced next to the work using LP target to differentiate from the year group targets.

## Sharing of the Learning Question, Title or/and Success Criteria

Teachers are expected to share the learning question/title or/and success criteria **when appropriate**.

- The learning question should be written or explained in **child-friendly language**. It should be as concise as possible. A title can be used instead of a learning question.
- Where appropriate pupils will write the learning question/title at the start of each piece of work. In the Foundation Stage and Year 1 and Year 2 or for pupils with additional needs the learning question can be printed and stuck in each pupils' book.
- Learning questions will be underlined with a pen/pencil using a ruler
- Teachers may use their discretion, particularly for pupils in Year 1 or for pupils with Special Educational Needs, whether additional support is given with writing the learning question. (e.g. LQ is stuck in the book or teacher/LSA writes the LQ for the pupil)

## Presentation



Children are expected to take pride in the presentation of their work (no doodling on the front cover or margins) and feedback on this should be given by teachers where necessary. Where presentation is not of a high standard, then it is important that teachers identify this with pupils and require them to complete the work again. Teachers should also model good presentation when writing in pupils' books, using green pen.

## Presentation of children's work:

- The date, learning question/title should be underlined using a ruler.
- **Date:** Should be written on the top left-hand side of the page.
  - o In KS1 children use the short date in all subjects except English - teachers can use their professional judgement when to use the short or long date
  - o In KS2 use the long date in English and the short date in Maths.

- o In other subjects it is at the discretion of the teacher and should reflect the task set (e.g. for a write up of a science experiment it would be appropriate to write the short date and for a piece of writing in history it would be appropriate to use the long date).
- **Numeracy:** work completed must be in pencil. All lines should be drawn with a ruler.
- **All other subjects:**
  - o EYFS, Year 1, 2 and 3, work should be completed in pencil. If, during Year 4, the teacher feels that a pupil's handwriting is developed enough, then they may award a pen licence and pupils can use a blue handwriting pen
  - o In Year 5-6 all pupils should use a blue handwriting pen. However, there may be occasions where year 5-6 pupils continue to use pencil. This is the discretion of the teacher
  - o For pupils with SEN or for those who need additional support with their handwriting, teachers may use their discretion as to whether pupils write the long date or short date or continue to use pencil/use a different type of pen that supports the development of their handwriting

## Appendix 1

| Marking symbols to be used by teachers as and when appropriate   |  |
|--|--|
| Symbols  | Children's Language  |
| Green Highlight on LQ   | You have met the learning question   |
| Orange Highlight on LQ  | You are beginning to meet the learning question  |
| VF   | Verbal feedback has been given   |
| WS   | I have had support with this   |
| I  | You completed this independently   |
| Sp   | Spelling error - write out correct spelling 3 times  |
| . or X/C or orange highlighter   | You need to make a correction  |
| Self Assessment & Feedback   |  |
| ZPD  | Green – comfort: I understand this<br>Amber– challenge: I am almost there, I need more practice<br>Red – I'm not sure: please explain this to me again |



## How will adults give me feedback?

The 'Learning Question' or 'Title' will be highlighted

|                |   |
|----------------|---|
| Green          | You have met the learning question          |
| Orange         | You have nearly met the learning question   |
| No highlighter | You have not met the learning intention yet |

## Other symbols adults will use

|                           |   |
|---------------------------|---|
| Sp                        | Correct the spelling and write out 3 times            |
| ?                         | This doesn't make sense - re-write/edit in purple pen |
| X/C or orange highlighter | Make a correction                                     |

They might also use the following symbols to show support given in class today:

|    |                       |
|----|-----------------------|
| WS | With support          |
| VF | Verbal feedback given |
| I  | Independently         |



## Assess your work

**R = red (I'm not sure)**

**A = amber (challenge)**

**G = green (comfort)**

