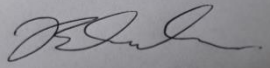


Townhill Junior School



Feedback Policy

Feedback Policy			
Date last amended:	8 th October 2023	Approved by:	Townhill Junior School Full Governing Body
Approval date:	13 th November 2023	Signed:	 Jo Proctor Chair of Governors
Review date:	September 2025		

Introduction

Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation and other expert organisations. The Education Endowment Foundation research shows that effective feedback should:

- redirect or refocus either the teacher's or the learner's actions to achieve a goal
- be specific, accurate and clear
- encourage and support further effort
- be given sparingly so that it is meaningful
- provide specific guidance on how to improve and not just tell students when they are wrong

Overview

The purpose of this policy is to inform and share expectations with all staff so that there is a clear and consistent approach to marking and feedback across the school. This policy applies to all areas of the curriculum and the expectation is that all books will reflect high levels of pupil pride and visible progress over time.

Objectives

It is essential that pupils work as hard as their teachers. For this to happen teachers need to ensure that pupils know the answers to these two key questions:

- **How am I doing well in my learning?**
- **What do I need to do to improve my learning in this subject?**

If the pupils can answer these questions accurately, in subject specific detail, they are receiving effective feedback.

Feedback should ensure that all children have their work marked in such a way that it will improve and extend their learning, develop their self-confidence, raise their self-esteem and provide opportunities for self-assessment.

As a result of this policy there will be greater consistency in the way that children's work is responded to across the school. Feedback will be clear and concise, enabling pupils to reflect on their learning and improve the quality of their outcomes.

As a school, we see the greatest impact when we agree, adopt and maintain a consistent approach. At Townhill Junior School, we believe that pupils' self-esteem and resilience will develop through positive yet challenging feedback. As a result, this will accelerate progress.

Feedback needs to meet the individual needs of the child, therefore differentiated approaches may be used to achieve this.

Feedback and marking in practice

It is vital that teachers evaluate the work that children undertake in lessons, and use information obtained from this to allow them to adjust their teaching. Feedback occurs at one of three common stages in the learning process:

1. Immediate feedback – at the point of teaching
2. Summary feedback – at the end of a lesson/task
3. Review feedback – away from the point of teaching (including written comments)

The stages are deliberately numbered in order of priority, noting that feedback closest to the point of teaching and learning is likely to be most effective in driving further improvement and learning, especially for younger pupils. As a school, we place considerable emphasis on the provision of

immediate feedback. Where feedback is based on review of work completed, the focus will often be on providing feedback for the teacher to further adapt teaching.

At Townhill Junior School, these practices can be seen in the following examples:

Type	What it looks like	Evidence (for observers)
Immediate	<ul style="list-style-type: none"> • Includes teacher gathering feedback from teaching, including mini-whiteboards, book work, etc. • Takes place in lessons with individuals or small groups • Often given verbally to pupils for immediate action • Note key points of discussion in books as a reminder for pupils • May involve use of a teaching assistant to provide support or further challenge • May re-direct the focus of teaching or the task • May include highlighting/annotations according to the marking code • This should include spelling, punctuation and handwriting 	<ul style="list-style-type: none"> • Lesson observations/learning walks • Some evidence of annotations or use of marking code/highlighting
Summary	<ul style="list-style-type: none"> • Takes place at the end of a lesson or activity • Often involves whole groups or classes • Provides an opportunity for evaluation of learning in the lesson • May take form of self- or peer- assessment against an agreed set of criteria • All lessons will include Success Criteria being shared by pupils • In some cases, may guide a teacher's further use of review feedback, focusing on areas of need • Extended pieces of work, eg: long writing or a Maths investigation will be marked in depth to reflect the effort the child has made • Whole class feedback sheets may be used to support this practice 	<ul style="list-style-type: none"> • Lesson observations/learning walks • Timetabled pre and post teaching based on assessment • Some evidence of self- and peer assessment • May be reflected in selected focus review feedback (marking)
Review	<ul style="list-style-type: none"> • Takes place away from the point of teaching • May involve written comments/annotations for pupils to read / respond to (these should relate to the Learning Objective and Success Criteria) • Provides teachers with opportunities for assessment of understanding • Leads to adaptation of future lessons through planning, grouping or adaptation of tasks • May lead to targets being set for pupils' future attention, or immediate action • Intervention will be planned for when children have a misconception or if they need further challenge • Time will be planned for pupils to review and respond to feedback (this may be during morning response time, but could be during lessons) 	<ul style="list-style-type: none"> • Acknowledgement of work completed • Written comments and appropriate responses/action • Adaptations to teaching sequences tasks when compared to planning • Use of annotations to indicate future groupings

Self-Assessment

- Children should use purple pen to make improvements and corrections so that they can see how they have improved their own work.

- Children should evaluate their own work where possible.
- Pupils will be taught the skills and strategies for marking.
- Children to be trained in peer marking and ground rules to be established.
- Children will be encouraged to discuss each other's work together.
- Pupils should self-assess their own work against the Learning Objective / Success Criteria on a frequent basis. (This may include opportunities for children to 'Prove It', find examples in their own work, or make improvements)

Agreed Marking Code

Whilst accepting that written feedback of work has to be tailored to meet the abilities and ages of each child and the subject being marked, at Townhill Junior School we do believe that a common framework is helpful in achieving consistency. The agreed code, on the following page, will be displayed in every classroom.



Townhill Junior School Marking Code



Symbols to be used for marking

- Teachers mark in green pen
- LSTs mark in black pen
- Children respond in purple pen

✓	Good Work: Tick what is good (when deep marking this should include specific feedback)
✓✓	Excellent Work: Double (when deep marking this should include specific feedback)
	Next Step: Next step for that piece of work and could be achieved in the next lesson or next piece of work. (Should not be too many)
Ⓣ	Target: (<i>Ongoing and will take time to achieve</i>) Target area for development – only small amount of writing needed
○	Mistake: Circle around the mistake
?	Sense: Doesn't make sense or is unclear
^	Missing: Something missing
//	New paragraph
CL	Capital Letter
Wiggly line under word <i>In the margin it will have:</i> sp: correct spelling	Spelling mistake (maximum of 3 to 4 key words) The correct spelling will need to be copied out 3 times
Purple Pen	Correction made by pupil
Green Highlighter	Positive examples of learning
Pink Highlighter	Area that needs correcting or improving

Indications of support where necessary

No Support Code given	Independent Work
ⓐ	Teacher or LST worked with group (This may include guided, modelled or shared work)
ⓈⓉ or stamp	Supply Teacher

NB: Other strategies may be trialled by different classes / teachers. When this is the case, guidance will be displayed in the classroom.



Townhill Junior School Marking Code



Response to Success Criteria

✓	Good Work: Tick what has been achieved
✓✓	Excellent Work: Double tick when it has been very well achieved
X	Not Achieved
↗	Next Step: Next step for that piece of work and could be achieved in the next lesson or next piece of work. (Should not be too many)
Ⓣ	Target: (<i>Ongoing and will take time to achieve</i>) Target area for development – only small amount of writing needed